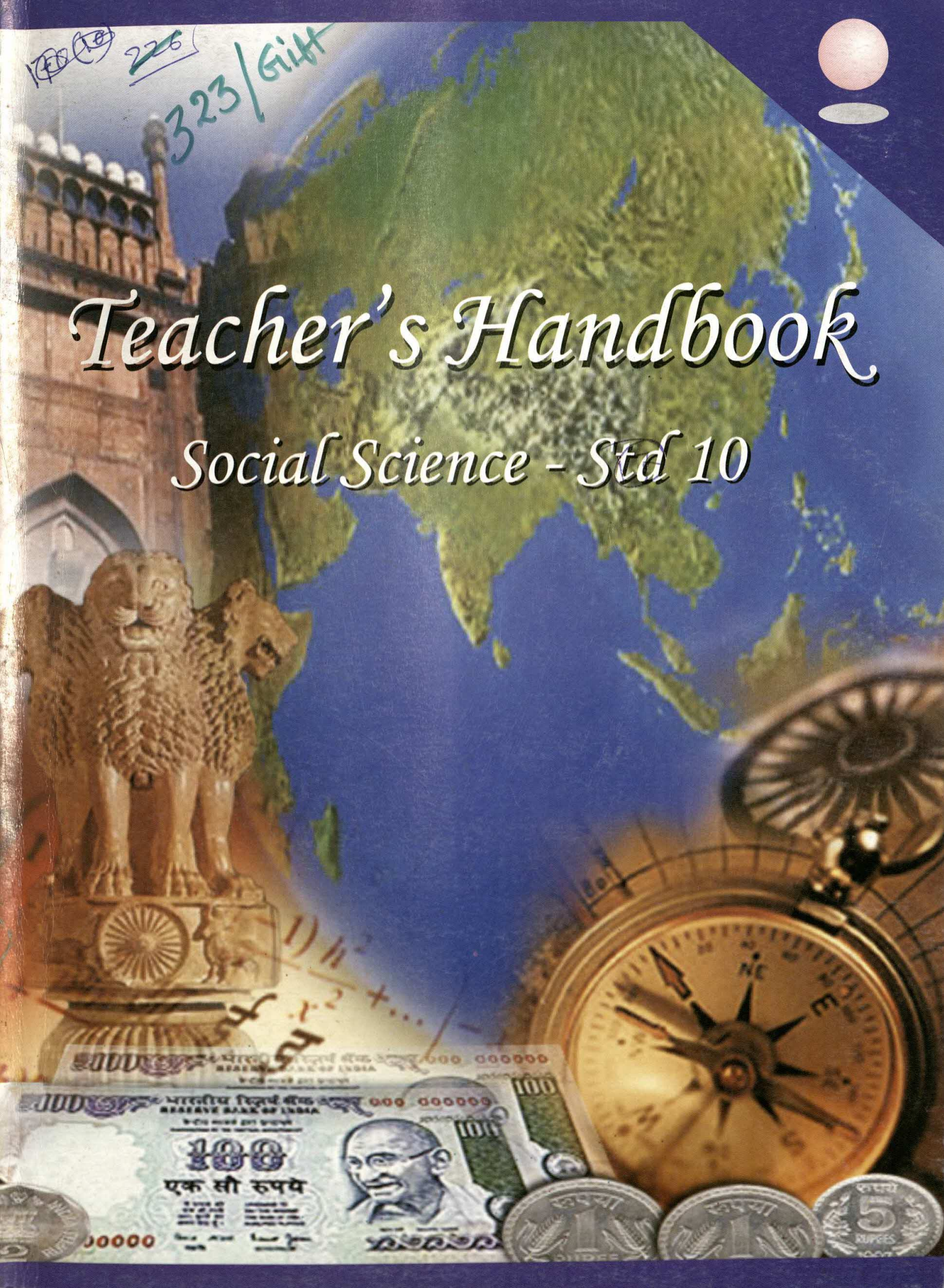


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Teacher's Handbook

Social Science - Std 10



323/Git

170(10)



Government of Karnataka

Mahiti Sindhu Project

Department of State Educational Research and Training

B.P. Wadia Road, Basavanagudi, Bangalore 560 004.

SOCIAL SCIENCE - Standard 10

Teacher's Handbook

SCHOOLNET
Networked Learning™



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teacher handbook - operating instructions



Read Me:

This document enables the user to understand and implement the basic operations of this interactive title. It contains the following useful information:

• Table of Contents

1. Installing Social Science 8,9,10
2. Uninstalling Social Science 8,9,10
3. Starting and Exiting Social Science 8,9,10
4. Hardware and Software requirements
5. Common Problems and Error Messages
6. Setup failures
7. Screen Display Notes

This information in this file is designed to address most of the problems you may encounter when using any multimedia title. If you are having problems with Social Science 8,9,10 please take a look at the items listed in the table of contents to see if your particular problem is addressed.

Note: This Title has been designed to run optimally at a screen resolution of 800 x 600 pixels. It is highly recommended that you ensure your video display is set up accordingly.

For optimal visual quality it is recommended to play the CD-ROM at 16-bit colour or above.

1. Installing Social Science 8,9,10

Standalone / Server Setup Instructions:

• Installation of Plugins

1. Insert the CD in the CD-DRIVE.
2. Open the folder "**Serversetup**" and double click on the file "**Serversetup.exe**" to install QuickTime and Macromedia Shockwave plugins required to run Social Science 8,9,10 CDs.
- 2.1. Note:** Macromedia Shockwave plugins are for the browser (Internet Explorer and Netscape Communicator/Navigator) which are required for running the application. In case your system doesn't have Netscape Communicator / Navigator, ignore the popup and continue with the installation by clicking OK.
3. Follow the instructions which appear on the screen
4. After the setup is complete "**Restart the system**"

• Installation of application Social Science 8,9,10

1. To install Social Science 8,9,10 Class 8/ Class 9 / Class 10 English or Kannada versions. Open the folder "**Serversetup**" and double click on the respective file

CDROM

FILENAME

- | | | |
|---|---|----------------------|
| 1.1. Social Science 8,9,10 Class 8 English | = | "Class8English.exe" |
| 1.2. Social Science 8,9,10 Class 8 Kannada | = | "Class8Kannada.exe" |
| 1.3. Social Science 8,9,10 Class 9 English | = | "Class9English.exe" |
| 1.4. Social Science 8,9,10 Class 9 Kannada | = | "Class9Kannada.exe" |
| 1.5. Social Science 8,9,10 Class 10 English | = | "Class10English.exe" |
| 1.6. Social Science 8,9,10 Class 10 Kannada | = | "Class10Kannada.exe" |

2. Follow the instructions which appear on the screen
3. The application will install in "c:\inetpub\wwwroot\Schoolnet\Social Science8910". This is the default path for installation. The user has the option to change the destination drive.
4. To run the application click on the Desktop icon "Social Science8910" or through the "Start Menu\Programs\Social Science8910\Social Science8910"



teacher handbook - operating instructions

Client Setup Instructions:

• Installation of Plugins

1. Insert the CD in the CD-DRIVE.
2. Open the folder "**Clientsetup**" and double click on the file "**Clientsetup.exe**" to install QuickTime and Macromedia Shockwave plugins required to run Social Science 8,9,10 CDs.
- 2.1. **Note:** Macromedia Shockwave plugins are for the browser (Internet Explorer and Netscape Communicator/Navigator) which are required for running the application. In case your system doesn't have Netscape Communicator / Navigator, ignore the popup and continue with the installation by clicking OK.
3. Follow the instructions which appear on the screen
4. After the installation of the plugins a screen will popup to enter the Server IP Address (Contact the System Administrator for a valid Server IP Address). After keying the IP Address the client setup will complete.
5. After the setup is complete "**Restart the system**"
6. To run the application from the client machine, click on the Desktop icon "Social Science8910" or through the "Start Menu\Programs\Social Science8910\Social Science8910"

Note:

1. On the client machine do not change the default URL created by the client setup.
2. Do not install Client as well as Server setups on the same machine to avoid possible conflicts.

2. Uninstalling Social Science 8,9,10

Standalone / Server / Client machines:

1. If you decide that you no longer wish to have Social Science 8,9,10 on your computer, you can remove it by using the Start Menu Program. To do this click on the "Start Menu\Programs\ Social Science8910\Uninstall Social Science8910"
2. Follow the instructions that appear on the screen

3. Starting and Exiting Social Science 8,9,10

• To start Social Science 8,9,10:

1. After the installation is complete, application icon will be created both in the "Start Menu\Programs\ Social Science8910\Social Science8910 (application)" and on your desktop. Click on either of these to start the application.
2. The main menu screen will open from which the user can select the desired application to launch.

• To exit from Social Science 8,9,10:

To exit from Social Science 8,9,10 click the close button of the browser

4. Hardware & Software Requirements

• Minimum Hardware Requirements:

Pentium – 166 MHz
64 MB RAM
SVGA Colour Monitor – 2 MB DRAM
CD-ROM Drive 24x
16 bit Sound card, Multimedia Speakers
Mouse
1.5 GB free Hard-disk space – Server end
10 MB free Hard-disk space – Client end

- **Recommended Hardware Requirements:**

Pentium – 200 MHz
128 MB RAM
SVGA Colour Monitor – 2 MB DRAM
CD-ROM Drive 32x
32 bit Sound card
Mouse
2 GB free Hard-disk space – Server end
20 MB free Hard-disk space – Client end

- **Software Requirements:**

Microsoft Windows 95 / Windows 98 / Windows NT with IIS
Internet Explorer 5 and above (Recommended)

5. Common Problems and Error Messages

- **Care of compact discs**

Compact discs (CDs) are very easily damaged if treated carelessly. A dirty or damaged CD-ROM is quite likely to malfunction.

The surface of the disc can quickly gather dirt and is very easily scratched. To protect the data from scratches fingerprints, dust particles, etc., do not touch the readout side (unlabelled side) of the disc or place it face down on a hard surface.

Should the CD become dirty, clean it with a soft cloth lightly moistened with CD cleansing fluid.

Never leave the disc in a place subject to direct sunlight, high temperature or high humidity. Recommended storage conditions are:

- Temperature : 10°C to 50°C (50°F to 122°F)
- Humidity : 10% to 80%

6. If Setup fails with an error message

If the Setup program fails with an error message you should ensure that no other programs are running while you try to install Social Science 8,9,10. You can check this by pressing "Alt + Tab".

If problem persists check with your system administrator.

7. Screen display notes

Screen resolution and colour settings

This product has been designed to look its best with a screen resolution of 800x600 pixels. All screen images are created in this size, and will completely fill the screen at this resolution. This means that running your screen at a higher resolution (such as 1024 x 786 pixels) will result in a smaller image of Social Science 8,9,10 being displayed.

If you have any problems in running the CD contact

Schoolnet India Ltd.

Instructional Resource & Design Group

Email: irdg@schoolnetindia.com

Introduction:

Learning is a lifelong process and begins at birth. When a student comes to school, s/he is like an open and empty book. S/he absorbs information in many different ways. How learning takes place, how information is processed and later applied, varies from student to student.

There are certain students who learn best by listening, but there are other students for whom visual learning is much more effective. Some students need to be physically involved. Whichever way they learn, the common factor is that students need to be involved in the learning process and not be passive observers.

In olden days there were not too many distractions for students but the scenario is very different today. Added to this, the level of competition is very high. The aim of creating educational CD-ROMs is to assist the teacher in making lessons interesting and enabling the learner to be involved in the process of learning. Educational CD-ROMs are created with a view to attract and hold the attention of the students. With the teacher's experience, his/her teaching techniques and the CD-ROMs, education becomes an experience which the students benefit from.

The handbook gives the objectives of learning Social Science and shows how the Social Science CD-ROM can be used to make this process more effective. It gives teaching ideas and techniques.

Each module contains solved worksheets and frequently asked questions. These can be used by the teacher as they are or they can be modified to suit individual needs.

Each topic in the handbook contains the following:

- **Links**

Indicate other lesson titles which are related to the unit which is being taught.

- **Teaching objectives**

Under this heading the handbook details the objectives to be achieved in each topic. This is the expectation of a teacher from his/her pupil after his/her class is over.

- **Learning outcomes**

This explains what the student will be able to do at the end of the topic.

- **Expected previous learning**

Under this heading the handbook tells the teacher to ascertain certain previous knowledge of related or necessary concepts, before starting a topic.

- **Lesson schema**

This is a diagrammatic representation of the contents of the lesson unit for a teacher's easy understanding.

- **Teaching methodology**

This gives techniques that can be used while teaching different topics. In some cases teaching could be in the form of a narrative, in other cases the teacher could be explaining a situation and in still other cases, the teacher could take the students out for practical or hands-on lessons. Though teaching methodology is totally at the individual teacher's discretion, the handbook gives guidelines to the teacher. Please allow frame VO to end before clicking on any links.

Text in blue font provides information on mouse click.

Text in red font provides information on mouse over.

Text in green font and 'see also' take you to another frame or lesson related to the same topic.

This  indicates voice over / sound effects in the lesson.

Click 'OFF' to mute the sound; to hear it again click 'ON'. When the voice over/sound effects come to an end, both 'ON' and 'OFF' buttons will fade out.

- **Teaching aids**

Teaching aids indicate equipment, objects that a teacher would need to facilitate the delivery of a lesson.

- **Extension activities**

Under this heading the teacher handbook gives ideas and suggestions that teachers can use to get the students to do projects on the topic.

- **Assessment**

In this section there are worksheets on every topic. These can be used by the teacher to evaluate whether the students have understood the concept.



• Reference

References denote websites, books, encyclopaedias. They give teachers ideas, teaching tips, worksheets and additional information.

To use the CD-ROMs effectively the following should be kept in mind at all times:

- CD-ROMs are not created with an intention to replace the teacher.
- The teacher is expected to view the CD-ROM first and plan his/her lesson.
- The content of each lesson of the CD-ROM is meant to be used in one teaching period but at the teacher's discretion it could be spread over two periods.
- The teacher could first give an introduction to the lesson which s/he has planned and then show the CD-ROM at the appropriate time, to ensure better and more long term learning.
- After the introduction and the visual learning the teacher is expected to interact with the students to check if they have achieved the desired learning.
- The teacher could also conduct some group discussion in the class. This group discussion will have a double benefit - the teacher will be able to understand how much the student has grasped in the class, and the student gets a chance to overcome the fear of public speaking.

Aims and Objectives:

Our philosophy in designing this Social Science CD-ROM for Std. 10 has been to make the subject clear to understand, interesting and easy to learn without overburdening the student with extraneous matter. Social Science is a fascinating and important area of study of which we can only give an introduction at this level. If we present students with a vast encyclopaedia of information, we risk giving them the impression that all this information must be committed to memory for examination purposes.

A certain amount of terminology is needed when learning the rudiments of any subject, but we have introduced only that which is generally required. Indeed, we have been guided by the actual syllabus published by the Board in determining our contents.

We know, a CD-ROM can only supplement and never substitute a teacher. Hence it can only add value to a lesson. It is a most effective teaching aid which,

- enhances the impact of teaching.
- makes learning by oneself easily possible.
- enables a slow learner to learn at his/her own pace.
- enables the user to assess his/her learning with the help of structured worked-out examples which further reinforce learning.

CD-ROMs very often introduce/reinforce new concepts by way of extension activities. These extension activities,

- take the user beyond what is given by way of reason.
- enable the user to apply the knowledge gained in other fields.
- act as an introduction to a new concept/topic/lesson.

The following Teachers' Handbook has been prepared to give teachers suggestions about teaching methods and drill exercises to enhance learning.

Suggestions on Teaching Techniques:

This CD-ROM can be used as a teaching aid in different ways,

- Using a projector to screen the CD-ROM in the classroom complementing conventional methods of teaching.
- Using the CD-ROM upon the completion of a topic to supplement conventional teaching methods.
- Exploring the topic further through assignments, projects etc.
- Revision.

Teachers should always introduce the topic in their own ways and methods. No ready and prepared multimedia presentation can replace the human touch. There are also many other audio-visual aids that teachers can use to add variety to each lesson. Teachers should ensure that each student understands the concepts. No lesson can be complete without some worksheets to test the students' comprehension. Homework can be given to reinforce understanding of a lesson. We recommend that teachers use their own worksheets for both classwork and homework, as only the teacher can gauge the level of his/her students. The children should mainly refer to a textbook to complete homework. In fact, students should be encouraged to leave textbooks at home for reference work. This reduces the burden on students in more ways than one.

**General Suggestions:**

- Create a web chart of your own, linking various ideas and subjects together with the unit. Please do consult other subject teachers well in advance so that there is no confusion and misunderstanding. Take support from your colleagues.
- Integrate the topic with other subjects like English, Physics and Mathematics. Developing topics thematically helps children understand them better.
- Involve children in a discussion by asking questions which will generate varied answers. This will help them think both logically and creatively, and apply this process in problem-solving and analysis.
- Do not give the final answers to the questions but leave it to the children to decide. Suspended judgment is an important aspect of developing a scientific temperament.
- Whenever possible, bring an interesting model relevant to the topic, which children can also make, especially at the time of introducing a new topic.
- Children in the high school stage (Std. 8 to 10) have tremendous amount of physical energy and it generally remains underutilised. Hence whenever possible, take them out of the class, make use of their physical energy to some extent (in the form of a game which requires some running etc.) and then bring them back inside the classroom. Children will be more attentive thereafter.
- In any class situation, one can broadly classify children into three groups — the most able, the average and the not so able or weak. Do not pass judgement especially when students are still learning, and have preconceived notions about how difficult the subject is. Always have various strategies to involve children appropriately as per their abilities. This is not an easy task.
- There is no one right or best way to help children learn.

About the CD-ROM

This CD-ROM consists of units covered in Social Science in Standard 10. Each unit is exclusively designed as per the Karnataka State Board curriculum.

There are four subjects in this CD-ROM:

- 1) Economics - 6 units
- 2) Civics - 4 units
- 3) History - 16 units
- 4) Geography - 11 units

Each unit may consists of:

- Definitions, laws, principles, events which are presented in a logical (sequential) order.
- Examples, illustrations and explanations (wherever necessary) for each point.
- Examples and illustrations which are in an interactive manner.
- Interactive probing questions to stimulate student's thinking.
- Assessment exercises

Teacher / User; we have tremendous faith in your abilities and creative talent. What follows are just a few suggestions to carry out activities in Social Science. You are the best judge of your classroom situations. Please do modify and use — the new extraordinary teaching-aid — the COMPUTER in the most appropriate way. It has visuals, interactivity etc. Exploit it fully and we are sure children will have great fun while learning important concepts in Social Science. We will appreciate any kind of constructive feedback (after you have tried it) and any further suggestions for improvement. After all, TEACHING is like farming, a co-operative and not an individual effort.

WISH YOU ALL THE BEST.

Tell me, and I forget,

Show me, and I remember,

Involve me, and I understand.

teacher handbook

social science std 10 mapping

vii

No.	SUBJECT/Units
1.	ECONOMICS
	Domestic Trade
	Foreign Trade 1
	Foreign Trade 2
	First, Second and Third Five-Year Plans
	Annual Plans and Fourth & Fifth Five-Year Plans
	Sixth, Seventh and Eighth Five-Year Plans
2.	CIVICS
	Human rights and Apartheid
	Disarmament
	Economic Disparity
	European Union, ASEAN, OAU and SAARC
3.	HISTORY
	Impact of British Rule 1
	Impact of British Rule 2
	Early Phase of Freedom Struggle 1
	Early Phase of Freedom Struggle 2
	The Gandhian Era 1
	The Gandhian Era 2
	Mahatma Gandhi 1869 - 1948
	Causes of World War I
	World War I - Events and Results
	World War II - Causes
	Events of World War II
	Results of World War II
	Power Blocs - Cold War
	National Movements in Asia
	Nationalism in Africa
	Developments in West Asia
4.	GEOGRAPHY
	Land Resources
	Soil Resources
	Human Resources
	Mineral and Power Resources of India
	Irrigation, Power Projects and Fisheries
	Damodar Valley, Kosi and Hirakud Projects
	Tungabhadra, Nagarjunasagar and Chambal Projects
	Pipeline, Water and Air Transport
	Roadways and Railways
	Communication and the Postal System
	Communication by Radio, Television and Print Media

economics

domestic trade



This lesson explains the concept of domestic trade with the help of visuals.

Links

Related peer lesson titles

1. Economic - Foreign trade 1, 2 - Class 10

Teaching objectives

- To make the student familiar with the barter system.
- To make the student understand the concept of domestic trade and its importance.
- To make the student aware of the link between producers and consumers via the distribution network.

Learning outcomes

- The student is familiar with the barter system.
- The student has understood the concept of domestic trade and its importance.
- The student realises the link between producers and consumers via the distribution network.

Expected previous learning

- The student must know the concept of trade as an exchange between money and commodities.

Teaching methodology

The teacher begins the lesson by explaining the disadvantage of the barter system. The advantage of using money is highlighted and the concept of domestic trade is explained. The distribution network that links the producers to the consumers is explained. Then the role of ration shops in protecting the interest of the consumers and role of the FCI in protecting the interest of the farmers is explained.

Teaching aids

Pictures of food produced locally, pictures of a small scale or cottage industry.

Assessment

See worksheets and frequently asked questions.

Extension activity

- Take the students on a visit to a fair price shop to show them how it works.

Reference

- Web sites
 - <http://www.fciweb.nic.in>
 - <http://www.dqindia.com>

Acknowledgement

- Book
 - Social Science - Geography and Economics - Part 2 - Cambridge Publishing Co. P.Ltd.
 - Social Science - Part II - Geography and Economics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1

Fill in the blanks with the correct answers given below

1. Buying and selling of commodities is called _____.
2. The exchange of goods for other goods is called _____.
3. Money is called a _____ of exchange.

economics

domestic trade

4. A local weekly market is called a _____.
5. Fair price shops are also known as _____ shops.
(barter system, trade, *Sandai*, ration, medium)

Worksheet 2

Tick the correct option

1. The FCI stores valuable
 - a. food grains.
 - b. clothes.
2. The wholesaler buys goods in
 - a. small quantities.
 - b. large quantities.
3. Ration shops distribute essential items to
 - a. weaker sections of the society.
 - b. richer sections of the society.
4. Domestic trade is also called
 - a. international trade.
 - b. home trade.
5. A retailer sells his commodities to
 - a. consumers.
 - b. producers.

Solution

Worksheet 1

Fill in the blanks with the correct answers given below

1. Buying and selling of commodities is called trade.
2. The exchange of goods for other goods is called barter system.
3. Money is called a medium of exchange.
4. A local weekly market is called a *Sandai*.
5. Fair price shops are also known as ration shops.

Worksheet 2

Tick the correct option

1. The FCI stores valuable
 - a. food grains.
 - b. large quantities.
2. The wholesaler buys goods in
 - a. small quantities.
 - b. large quantities.
3. Ration shops distribute essential items to
 - a. weaker sections of the society.
 - b. home trade.
4. Domestic trade is also called
 - a. international trade.
 - b. home trade.
5. A retailer sells his commodities to
 - a. consumers.
 - b. producers.

Frequently asked questions

1. Answer each of the following questions in a sentence

1. What is the meaning of trade?
2. Why is money called a medium of exchange?
3. What are the two types of trade?
4. What is a *Sandai*?
5. What is meant by domestic trade?
6. What is the Public Distribution System?
7. What is the distribution network?

2. Answer each of the following questions in a paragraph

1. What is the barter system?
2. What is the importance of trade?
3. What are the objectives of the FCI?

economics

foreign trade 1

3

This lesson explains the need and importance of foreign trade.

Links

Related part lesson titles

1. Economics - Foreign Trade 2 - Class 10

Teaching objectives

- To make the students aware of the two important aspects of foreign trade.
- To help the students realise the need for foreign trade in a developing country like India.
- To make the students aware that trade in India has been there since historic times.
- To help the students appreciate the role played by the government in promoting export.

Learning outcomes

- The students are aware of the two important aspects of foreign trade.
- They realise the need for foreign trade in a developing country like India.
- They are aware that India has traded with foreign countries since historic times.
- They appreciate the role played by the government in promoting exports.

Expected previous learning

- The students are aware that trade is composed of domestic trade and foreign trade.

Teaching methodology

The teacher starts the lesson by explaining the difference between the terms 'export' and 'import'. Then the need for exports and imports can be stressed. While highlighting the trends in trade patterns, the teacher can bring out the historic aspects of trade in India. The teacher can conclude the lesson by bringing out the role of the government in promoting exports that are essential for economic development.

Teaching aids

World map to trace ancient trade routes.

Assessment

See worksheets and frequently asked questions.

Extension activity

- While visiting a shopping centre the students can interview a shopkeeper and make a list of imported goods. Then they can classify the goods as essential and non-essential items.
- The teacher can explain to the students the new import policies after globalisation.

Reference

- Book
 - Manorama Year Book 2002.

Acknowledgement

- Book
 - Social Science 2- Geography and Economics - Cambridge Publishing Co (P) Ltd.
 - Social Science - Part II - Geography and Economics - Class 10 - Government of Karnataka, Directorate of Text Books.



economics

foreign trade 1

Worksheet 1

Fill in the blanks using the options given below

1. Singapore specialises in _____ trade.
2. India lost large areas of land growing jute, wheat and cotton to _____ after Independence.
3. The Five-Year Plans require extensive _____ for speedy development.
4. Exports and imports are two aspects of _____ trade.
5. The Export Promotion Council has been set up to _____ trade.
(promote, imports, entrepot, foreign, Pakistan)

Worksheet 2

Tick on true or false

1. Foreign trade allows resources to be used in a wasteful manner. True / False
2. India exported goods as far back as 300 BC. True / False
3. Under the Five-Year Plans, heavy equipment and machinery were to be imported. True / False
4. The two World Wars encouraged trade in India. True / False
5. Handicrafts have been an important item of export in India. True / False

Solution

Worksheet 1

Fill in the blanks using the options given below

1. Singapore specialises in entrepot trade.
2. India lost large areas of land growing jute, wheat and cotton to Pakistan after Independence.
3. The Five-Year Plans require extensive imports for speedy development.
4. Exports and imports are two aspects of foreign trade.
5. The Export Promotion Council has been set up to promote trade.

Worksheet 2

Tick on true or false

1. Foreign trade allows resources to be used in a wasteful manner. **False**
2. India exported goods as far back as 300 BC. **True**
3. Under the Five-Year Plans, heavy equipment and machinery were to be imported. **True**
4. The two World Wars encouraged trade in India. **False**
5. Handicrafts have been an important item of export in India. **True**

Correct answers for the False statements

1. Foreign trade allows resources to be used in a useful manner.
4. The two World Wars did not encourage trade in India.

Frequently asked questions

1. Answer each of the following questions in a sentence

1. What is entrepot trade?
2. Give an example of a country which practices entrepot trade?
3. Why was more than half of India's trade cut off during the Second World War?
4. How did the partition of India affect her foreign trade?
5. What are the 2 aspects of foreign trade?
6. What are the incentives given to exporters?
7. Why does a country import a commodity?

2. Answer each of the following questions in a paragraph

1. What is the need for foreign trade?
2. How does foreign trade improve the standard of living?
3. Trace the development of foreign trade in India.
4. What effect has planning had on India's foreign trade?

economics

foreign trade 2

5

This lesson explains the imports and exports of India and the new trends in our trade patterns.

Links

Related part lesson title

1. Economics - Foreign Trade 1 - Class 10

Teaching objectives

- To help the students acquire knowledge of the chief features of our trade.
- To make them familiar with the chief items of import and export.
- To help them distinguish between balance of trade and balance of payments.

Learning outcomes

- The students acquire a knowledge of the chief features of our trade.
- They are now familiar with the chief items of import and export.
- They are able to distinguish between balance of trade and balance of payments.

Expected previous learning

- The students should have a good knowledge of domestic trade and the importance of foreign trade in the economy of a nation.

Teaching methodology

The teacher can start the lesson by explaining the need for foreign trade. This can be followed by explaining the chief features of foreign trade.

The distinction between the two terms, balance of trade and balance of payments can be brought out. The teacher can conclude by explaining how the objective of every country is to have a favourable balance of payments.

Teaching aids

Latest statistical figures and newspaper articles on foreign trade.

Assessment

See worksheets and frequently asked questions.

Extension activities

- Ask the students to prepare a pie chart on major items exported from India.
- The students can make a pie chart on the major items imported to India under the guidance of the teacher.

Reference

- Web Sites
 - <http://www.indiaheritage.com>
 - <http://www.economywatch.com>

Acknowledgement

- Book
 - Social Science - Geography and Economics - Cambridge Publishing Co (P) Ltd.
 - Social Science - Part II - Geography and Economics - Class 10 - Government of Karnataka, Directorate of Text Books.

economics

foreign trade 2

Worksheet 1

Tick the correct option

- | | | |
|--|------------------------------|---------------------------------|
| 1. Imports are goods that: | a. leave the country. | b. enter the country. |
| 2. 90% of foreign trade in India takes place by: | a. sea routes. | b. land routes. |
| 3. Our chief trading partner is: | a. Germany. | b. USA. |
| 4. The 'golden fibre' is: | a. jute. | b. cotton. |
| 5. Balance of trade includes: | a. invisible items of trade. | b. only visible items of trade. |

Worksheet 2

Fill in the blanks with the options given below

1. A country needs _____ trade because it cannot produce everything within the country.
2. India imports _____ from Bangladesh.
3. Balance of payments gives a _____ picture of the economy.
4. When imports are greater than exports, it is an _____ balance of trade.
5. The plans have promoted economic development in India.
(complete, foreign, jute, Five-Year, unfavourable)

Solution

Worksheet 1

Tick the correct option

- | | |
|--|---------------------------------|
| 1. Imports are goods that: | b. enter the country. |
| 2. 90% of foreign trade in India takes place by: | a. sea routes. |
| 3. Our chief trading partner is: | b. USA. |
| 4. The 'golden fibre' is: | a. jute. |
| 5. Balance of trade includes: | b. only visible items of trade. |

Worksheet 2

Fill in the blanks with the options given below

1. A country needs foreign trade because it cannot produce everything within the country.
2. India imports jute from Bangladesh.
3. Balance of payments gives a complete picture of the economy.
4. When imports are greater than exports, it is an unfavourable balance of trade.
5. The Five-Year plans have promoted economic development in India.

Frequently asked questions

1. Answer each of the following questions in a sentence

1. Which countries supply long staple cotton to India?
2. Name any two organisations set up by the government with a view to increase exports.
3. When was the last time that the rupee was devalued?
4. What gives the correct picture of the position of a country in foreign trade?
5. Which is India's main item of import?
6. What is balance of payments?
7. What is meant by adverse balance of trade?

2. Answer each of the following questions in a paragraph

1. Why has the devaluation of the rupee resulted in reduction of import and increase of export?
2. Distinguish between balance of trade and balance of payments.
3. Which are the main imports of India? Which countries are India's main suppliers?
4. What are India's main items of export? To which countries does India export?
5. What are the chief features of our foreign trade? Name the agencies set up by the government to boost our exports.

economics

first, second and third five-year plans

7

The objectives and achievements of the First, Second and Third Five-Year Plans have been described with the help of visuals.

Links

Related part lesson titles

1. Economics - Annual Plans, Fourth and Fifth Five-Year Plans - Class 10
2. Economics - Sixth, Seventh and Eighth Five-Year Plans - Class 10

Teaching objectives

- To make the student aware of the need and objectives of economic planning.
- To make the student recognise the objectives, outlays, priorities and achievements of the First, Second and Third Five-Year Plan.

Learning outcomes

- The student has learnt the need and objectives of economic planning.
- The student recalls and recognises the objectives, outlay, priorities and achievements of the First, Second and Third Five-Year Plans.

Expected previous learning

- The students are familiar with the basic concepts of Economics and the economic condition of India.

Teaching methodology

The teacher should begin the lesson by revising economic terms like outlay, import, export, basic and heavy industry, etc. The teacher should then proceed to explain the different plans that were prepared before Independence and the need for economic planning after Independence. The social and economic conditions prevalent at that time should be clarified to the students. After that the objectives, the achievements, priorities and outlay of each plan should be explained. The teacher should stress on the fact that the objectives of the First Plan were applicable to the Second and Third Five-Year Plans.

Note - If the teacher feels that the lesson is too long for duration specified then he/she can teach the lesson in two units.

Teaching aids

Charts, graphs, pictures related to the First, Second and Third Five-Year Plans.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The students can collect information about the changes that have taken place in the agricultural and industrial sectors since the time of Independence.
- Improvements in the social sector can also be discussed.
- The students can also visit the different local industries that were set up under the Five-Year Plans, e.g. the HMT factory at Bangalore.

References

• Web Sites

- www.departtotravel.com/south-india-panorama.html
- www.macalester.edu/courses/geog61/espencer/slums.html
- www.news.bbc.co.uk/.../south_asia/newsid_13
- edugreen.teri.res.in/explordn-renew/digboy.htm
- www.cleanganga.com/articles/april/april.php
- www.sail.co.in/plants/bokaro.html

• Book

- Indian Economic Problems - Prof. Usha Iyer

Acknowledgement

• Book

- Social Science - Part II - Geography and Economics - Class 10 - Government of Karnataka, Directorate of Text Books - Cambridge Publishing Company Private Ltd.

Worksheet 1

Write the correct answers in the blanks provided

1. A new port was constructed at _____ during the First Five-Year Plan.
2. Community development means setting up of _____.
3. Industrialisation creates _____.
4. The Third Five-Year Plans failed due to _____ monsoons and lack of _____.
5. The National Income increased by _____ against a target of 25% in the Third Five-Year Plan.
(11%, poor, raw materials, schools and hospitals, Kandla, employment)

Worksheet 2

Match the columns by writing the correct numbers in the boxes below

Bangalore	☐	1. Ship building
Rourkela	☐	2. Textile mills
Neyveli	☐	3. HMT
Bombay	☐	4. Steel plant
Vishakapatnam	☐	5. Fertiliser factory

Solution

Worksheet 1

Write the correct answers in the blanks provided

1. A new port was constructed at Kandla during the First Five-Year Plan.
2. Community development means setting up of schools and hospitals.
3. Industrialisation creates employment.
4. The Third Five-Year Plans failed due to poor monsoons and lack of raw materials.
5. The National Income increased by 11% against a target of 25% in the Third Five-Year Plan.

Worksheet 2

Match the columns by writing the correct numbers in the boxes below

Bangalore	3	1. Ship building
Rourkela	4	2. Textile mills
Neyveli	5	3. HMT
Bombay	2	4. Steel plant
Vishakapatnam	1	5. Fertiliser factory

Frequently asked questions

1. Answer each of the following questions in a sentence

1. Name the book written by Sir M. Visweswaraiah.
2. In which year did the INC set up the National Planning Committee and who was its chairman?
3. Who prepared the Bombay Plan in 1943? Who was M. N. Roy?
4. Who was Plato?
5. What is meant by a socialistic pattern of society?
6. Why was the Second Five-Year Plan not successful?
7. What was the outlay of the public and private sectors in the Third Five-Year Plan?

2. Answer each of the following questions in a paragraph

1. What are the factors necessary for the economic development of our country?
2. What were the programmes undertaken to improve social and economic conditions of the masses during the First Plan?
3. Mention the attempts made for economic planning before Independence.
4. Describe the objectives and priorities of the First Five-Year Plan. (The same question can be asked about the Second and Third Five-Year Plan)
5. What were the achievements of the First, Second and Third Five-Year Plans?

economics

10

annual plans and fourth & fifth five-year plans

This lesson deals with the objectives and achievements of the Annual Plans and the Fourth and Fifth Five-Year Plans

Links

Related part lesson titles

1. Economics - First, Second and Third Five-Year Plans - Class 10
2. Economics - Sixth, Seventh and Eighth Five-Year Plans - Class 10

Teaching objectives

- To make the student aware of the priority sectors and achievements of the Annual Plans, Fourth and Fifth Five-Year Plans.
- To make the student recognise why the Fourth Plan could not be finalised in 1966 and also the reasons why many targets could not be met.
- To make the student aware of the Rolling Plan concept.

Learning outcomes

- The student becomes aware of the priority sectors and the achievements of the Annual Plans, Fourth and Five-Year Plan.
- The student recognises why the Fourth Plan could not be finalised in 1966 and also the reasons why many targets could not be met.
- The student becomes aware of the Rolling Plan concept.

Expected previous learning

- The students already know the need for a planned economy in post - independence India and the objectives as well as the achievements of the First, Second and Third Plans.

Teaching methodology

The teacher should begin the lesson by revising; the need for economic planning, the First, Second and Third plans. Then he/she should compare the objectives and achievements of the Fourth and the Fifth Five-Year Plans with the previous ones while explaining the lesson. The reasons why targets could not be met, as also the reasons why the Annual Plans, substituted the Five-Year Plans should be clarified. Terms like inflation and devaluation of the rupee should be explained with the help of simple examples.

Note: If the teacher feels that the lesson is too long for the duration prescribed then he/she may teach it in two units.

Teaching aids

Charts, graphs, pictures, related to the Annual, Fourth and Fifth Plans.

Assessment

See worksheets and frequently asked questions.

Extension activities

- Students can read books about the way India has progressed economically.
- They should also collect information regarding economic reforms and the market economy as these are relevant to the India of the 21st century.
- Draw an imaginary budget of a family with the income and expenditure details. Judge whether it is favourable or not.

References

- **Web Sites**
 - www.proshika.org
 - www.departtotravel.com/south-india-panorama.html
 - www.news.bbc.co.uk/.../south_asia/newsid_1323000/1323234.html
 - www.macalester.edu/courses/geog61/espencer/slums.html
- **Book**
 - Indian Economic Problems - Prof. Usha Iyer.

Acknowledgement

- **Book**
 - Social Science - Part II - Geography and Economics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1**Fill in the blanks**

1. The Annual Plans of 1966-69 were based on the outline of the _____ Five-Year Plan.
2. The agricultural, industrial and employment sectors showed a _____ growth at the end of the Fourth Plan (1969-1974).
3. Removal of poverty or _____ was one of the main objectives of the Fifth Plan.
4. The Rolling Plan was recommended by Prof. _____.
5. Under the Rolling Plan each year's plan is _____.
(evaluated, modest, Fourth, *Garibi Hatao*, Myrdal)

Worksheet 2**Tick True or False**

1. The Fourth Five-Year plan could not be finalised in 1966 due to war, famine, inflation and devaluation. True / False
2. Prof. D. R. Gadgil was the chairman of the Planning Commission. True / False
3. Industrial output in the Fourth Plan (1969-74) rose only by 5.5% because of shortage of power and strikes. True / False
4. Foreign exchange reserves fell during the Fifth Plan. True / False
5. The Janata Government drafted the Sixth Plan (1978-1983) in the form of a Rolling Plan. True / False

Solution**Worksheet 1****Fill in the blanks**

1. The Annual Plans of 1966-69 were based on the outline of the Fourth Five-Year Plan.
2. The agricultural, industrial and employment sectors showed a modest growth at the end of the Fourth Plan (1969-1974).
3. Removal of poverty or Garibi Hatao was one of the main objectives of the Fifth Plan.
4. The Rolling Plan was recommended by Prof. Myrdal.
5. Under the Rolling Plan each year's plan is evaluated.

Worksheet 2**Tick True or False**

1. The Fourth Five-Year plan could not be finalised in 1966 due to war, famine, inflation and devaluation. **True**
2. Prof. D. R. Gadgil was the chairman of the Planning Commission. **False**
3. Industrial output in the Fourth Plan (1969-74) rose only by 5.5% because of shortage of power and strikes. **True**
4. Foreign exchange reserves fell during the Fifth Plan. **False**
5. The Janata Government drafted the Sixth Plan (1978-1983) in the form of a Rolling Plan. **True**

Correct answers for the False statements

2. He was the Deputy Chairman.
4. The foreign exchange reserves rose at that time.

Frequently asked questions

1. Answer each of the following questions in a sentence

1. Who was the main architect of the Fourth Five Year Plan?
2. What was the name of the removal of poverty programme of the Fifth Plan?
3. In which plan were crop insurance and agricultural research introduced?
4. What was the other name given to the Rolling Plan concept?
5. Who got the Nobel Prize in economics in 1974?
6. What is "Garibi Hatao"?

2. Answer each of the following questions in a paragraph

1. What is Gadgil strategy?
2. What were the causes for the postponement of the Fourth Five Year Plan?
3. Why did the Third Five Year Plan fail?
4. What were the objectives and achievements of the Fourth Five Year plan? What were the priority sectors? (similar question can be asked on the Fifth Plan also)
5. What is a Rolling Plan? Who introduced it and why? What were the achievements?
6. Why were the three Annual Plans introduced during 1966 to 1969?
7. What were the achievements of these plans?

economics

sixth, seventh and eighth five-year plans

13

This lesson deals with the objectives and achievements of the Sixth, Seventh and Eighth Five-Year Plans.

Links

Related part lesson titles

1. Economics - First, Second and Third Five-Year Plans - Class 10
2. Economics - Annual Plans, Fourth and Fifth Five-Year Plans - Class 10

Teaching objectives

- The student recalls the objectives and achievements of the Sixth, Seventh and Eighth Year Plans.
- The student recognises the reason why industrial production and foreign exchange reserves showed a record growth at the end of the Eighth Five-Year Plan.

Learning outcomes

- To teach the student the objectives and achievements of the Sixth, Seventh and Eighth Plans.
- To explain to the student why industrial production and foreign exchange reserves showed a record growth at the end of the Eighth Five-Year Plan.

Expected previous learning

- The student should be familiar with the objectives, outlay and achievements of the First, Second and Third, Fourth, Fifth Plans and the Annual Plans.

Teaching methodology

The teacher briefly discusses the objectives and the achievements of the Fifth Plan. Then she/he proceeds to explain the objectives of the each plan. Emphasis should be placed on comparing the achievements of the three plans and also on the reason for the increase in growth. It should be pointed out that India started out on the road to a market economy during the Eighth Plan and that was the reason why the private sector was allotted more money than the public sector.

Teaching aids

Charts, Graphs, pictures related to the Five-Year Plans.

Assessment

See worksheets and frequently asked questions.

Extension activity

- The student can collect information about the changes that have taken place in the nation's overall economy, the living standard of people and what the country should do to speed up reforms in order to make the nation more prosperous.

References

- **Web Sites**
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 - <http://www.cnn.com/2000/fyi/news/07/05/piggybank.2/story.investing.piggy.gif>
 - www.kapili.com/r/photos/refinery1.jpg
 - www.rope.org.uk/images/asias/indias04011.jpg
 - www.freefoto.com
- **Book**
 - Textbook of Economics - Prof. Usha Iyer.

economics

sixth, seventh and eighth five-year plans

Acknowledgement

• Book

Social Science - Part II - Geography and Economics - Class 10 - Government of Karnataka, Directorate of Text Books - Cambridge Publishing Company Pvt. Ltd.

Worksheet 1

Write the correct answers in the blanks provided

1. In the Sixth Plan, _____ was the objective in economy and technology.
2. There was greater awareness about _____ protection of the end of the Sixth Plan.
3. The Seventh Plan aimed at fulfilling the _____ for all Indians.
4. The _____ mills and industries were taken care of the Seventh Plan.
5. The _____ for the private sector exceeded the expenditure on the Public Sector in the Eighth Plan.
(basic needs, outlay, self-reliance, sick, environment)

Worksheet 2

Match the columns by writing the correct numbers in the boxes below

Narasimha Rao	☐	1. Industrial Production- Eighth Plan
Pranav Mukherjee	☐	2. 20 point programme
8.8%	☐	3. National programme of Education
Education for adults	☐	4. Deputy Chairman of the Planning Commission
Rural programme	☐	5. Chairman of the Planning Commission

Solution

Worksheet 1

Write the correct answers in the blanks provided

1. In the Sixth Plan, self-reliance was the objective in economy and technology.
2. There was greater awareness about environment protection of the end of the Sixth Plan.
3. The Seventh Plan aimed at fulfilling the basic needs for all Indians.
4. The sick mills and industries were taken care of the Seventh Plan.
5. The outlay for the private sector exceeded the expenditure on the Public Sector in the Eighth Plan.



Worksheet 2

Match the columns by writing the correct numbers in the boxes below

Narasimha Rao	5	1. Industrial Production- Eighth Plan
Pranav Mukherjee	4	2. 20 point programme
8.8%	1	3. National programme of Education
Education for adults	3	4. Deputy Chairman of the Planning Commission
Rural programme	2	5. Chairman of the Planning Commission

Frequently asked questions

1. Answer each of the following questions in a sentence

- Which planning was based on the rolling plan concept?
- What was the total outlay of the Seventh Plan?
- Why was the Sixth Plan revised?
- Who was the vice-chairman of the Eighth Plan?
- What was the outlay for the Eighth Five-Year Plan?
- Name the four priority sectors of the Seventh Five Year Plan.
- Why was the Eighth Plan started in 1992 instead of in 1990?
- What was the expenditure in the private sector and the public sector in the Eighth Five-Year Plan?

2. Answer each of the following questions in a paragraph

- What were the actual outlays and objectives of the Sixth Five-Year Plan?
- What were the objectives of the Seventh Five-Year Plan?
- What were the achievements of Sixth Five-Year Plan?
- What were the priority sectors of the Eighth Five-Year Plan? What were its achievements?
- What were the priority sectors of the Seventh Five-Year Plan? What were its achievements?

human rights and apartheid

This lesson discusses the Universal Declaration of Human Rights and Apartheid and the leaders responsible for it with the aid of visuals.

Links

Related peer lesson titles

1. Civics - Disarmament - Class 10
2. Civics - Commonwealth of nations - Class 10
3. Civics - ASEAN, OAU, SAARC - Class 10

Teaching objectives

- To teach the student the features of the Declaration of Human Rights.
- To teach the student about the people responsible for Apartheid and the people responsible for putting an end to it.

Learning outcomes

- The student is able to recognise the features of the Declaration of Human Rights.
- The student is able to identify the people responsible for Apartheid and the people responsible for putting an end to it.

Expected previous learning

- The students should know about the United Nations, and its organisational structure.

Teaching methodology

The lesson starts with an introduction to the problem of human rights and racial discrimination and continues to discuss important features of the Declaration of Human Rights and Apartheid.

Teaching aids

Newspaper articles, maps and pictures related to human rights and racial discrimination.

Assessment

See worksheets and frequently asked questions.

Extension activity

- Identify any existing human rights violation in your region/country, discuss the issue and make suggestions for correcting it.
- Find out more about the leaders responsible for bringing down the apartheid policy and trace the development of the movement that brought it down.

Reference

- **Book**
 - World Book 2000.

Acknowledgement

- **Web sites**
 - www.exploratorium.edu/learning_studio/link/
 - www.hvtn.org/science/
 - mars.jpl.nasa.gov/odyssey/mission/communications.html
 - <http://www.science-spirit.org/images/12-6webcover.jpg>
 - www.gsfc.nasa.gov/gsf/newsroom/tv%20page/G01-049_earth.htm
 - <http://www-cs-students.stanford.edu/~cale/cs201/pictures/riot.jpg>
- **Books**
 - Social Science Part 1 History and Civics - Brilliant Printers Pvt. Ltd. Bangalore.
 - Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1**Tick True or False**

1. Apartheid was abolished in 1991. True / False
2. Nelson Mandela created the Apartheid policy as the President of South Africa. True / False
3. The Universal Declaration of Human Rights ensures freedom from slavery. True / False
4. The world banned South Africa from participation in international sports events. True / False
5. The South African government adopted the Universal Declaration of Human Rights. True / False

Worksheet 2**Fill in the blanks with the correct options**

1. Apartheid is an _____ word meaning _____.
2. President _____ negotiated with _____ to do away with the discrimination against the blacks.
3. The Universal Declaration of Human Rights guarantees the right to _____ and leisure.
4. Many countries broke _____ relations with South Africa because of their _____ policy.
5. The declaration states that every person is _____ until proven _____.
(employment, innocent, F.W.De Klerk, Afrikaans, discriminatory, guilty, Nelson Mandela, separateness, diplomatic)

Solution**Worksheet 1****Tick True or False**

1. Apartheid was abolished in 1991. **True**
2. Nelson Mandela created the Apartheid policy as the President of South Africa. **False**
3. The Universal Declaration of Human Rights ensures freedom from slavery. **True**
4. The world banned South Africa from participation in international sports events. **True**
5. The South African government adopted the Universal Declaration of Human Rights. **False**

Correct answers for the False statements

2. Nelson Mandela became President after Apartheid was abolished.
5. The UN General Assembly adopted the Universal Declaration of Human Rights.

Worksheet 2**Fill in the blanks with the correct options**

1. Apartheid is an Afrikaans word meaning separateness.
2. President F.W.De Klerk negotiated with Nelson Mandela to do away with the discrimination against the blacks.
3. The Universal Declaration of Human Rights guarantees the right to employment and leisure.
4. Many countries broke diplomatic relations with South Africa because of their discriminatory policy.
5. The declaration states that every person is innocent until proven guilty.

Frequently asked questions**1. Answer each of the following questions in a sentence**

1. Name some of the major problems facing the world today.
2. What is considered as the worst form of denial of human rights?
3. Mention two persons who were responsible for ending racial discrimination.
4. In which country was racial discrimination practised severely?
5. What was world reaction to the policy of Apartheid followed by South Africa?
6. How are the Human Rights guaranteed to Indian citizens in the Constitution?
7. When did the United Nations set up the Commission on Human Rights?

2. Answer each of the following questions in a paragraph

1. When did the UN adopt the Universal Declaration of Human Rights and what does it state?
2. What is Apartheid and how is this a denial of Human Rights?
3. How did Apartheid come to an end in South Africa?

civics

disarmament

This lesson deals with the need for disarmament and the various international treaties that help in disarmament.

Links

Related peer lesson titles

1. Civics - Human Rights - Class 10
2. Civics - Economic disparity - Class 10
3. Civics - European Union, SAARC, OAU, ASEAN - Class 10

Teaching objectives

- To make the student aware of all that is being done to remove nuclear weapons from the world.
- To teach the student about the different disarmament treaties.

Learning outcomes

- The student is aware of what is being done to remove nuclear weapons from the world.
- The student can identify the different disarmament treaties.

Expected previous learning

- The students should be aware of the use of nuclear weapons and the dangers associated with it.

Teaching methodology

The lesson starts with an introduction to disarmament and briefly discusses the treaties that aim to reduce nuclear arms in the world.

Teaching aids

Newspaper and magazine articles, and pictures of nuclear missiles and the various talks that have taken place.

Assessment

See worksheets and frequently asked questions.

Extension activity

- Groups of students can select a particular disarmament treaty and discuss it thoroughly using pictures etc.
- Discuss India's reluctance to sign the CTBT and the advantages and disadvantages of being a party to such a treaty.

Acknowledgement

- **Web Sites**
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 - www.believe-me.com/bigpics/pearlharbor/ph15.htm
 - www.anglia.ac.uk/.../images/gujarat/bhachau-destruction.jpg
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 - www.nbc-med.org/.../AnthraxInfo/cover_quad1nov99.htm
- **Books**
 - Social Science Part I Tenth Standard - Brilliant Printers Private Ltd. Bangalore.
 - Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1

Tick True or False

1. The Nuclear Non-proliferation Treaty bans underground testing of nuclear weapons. True / False
2. India conducted a series of underground nuclear tests. True / False

3. India did not sign the CTBT because it would compromise her security. True / False
4. France and China signed the Limited Test Ban Treaty in 1963. True / False
5. A lot of biological weapons were used in the Second World War. True / False

Worksheet 2

Write the correct answers in the boxes, choosing from the options given below

Column A	Column B
1. SALT	
2. Biological Weapons Convention	
3. Sea Bed Arms Control Treaty	
4. Limited Test Ban Treaty	
5. Outer Space Treaty	

(Prevents testing in the atmosphere, Limits the number of nuclear weapons, Prohibits the use of toxins, Bans nuclear weapons use in outer space, Bans use of nuclear weapons in the sea)

Solution

Worksheet 1

Tick True or False

1. The Nuclear Non-proliferation Treaty bans underground testing of nuclear weapons. **False**
2. India conducted a series of underground nuclear tests. **True**
3. India did not sign the CTBT because it would compromise her security. **True**
4. France and China signed the Limited Test Ban Treaty in 1963. **False**
5. A lot of biological weapons were used in the Second World War. **False**

Correct answers for the False statements

1. This treaty bans the transfer and sharing of nuclear weapons and secrets.
4. The USA, USSR and UK signed this treaty.
5. Biological weapons were used in the First World War.

Worksheet 2

Write the correct answers in the boxes, choosing from the options given below

Column A	Column B
1. SALT	Limits the number of nuclear weapons
2. Biological Weapons Convention	Prohibits the use of toxins
3. Sea Bed Arms Control Treaty	Bans use of nuclear weapons in the sea
4. Limited Test Ban Treaty	Prevents testing in the atmosphere
5. Outer Space Treaty	Bans nuclear weapons use in outer space

Frequently asked questions

1. Answer each of the following questions in a sentence

1. What is meant by disarmament?
2. What is the aim of Biological Weapons Convention?
3. What is the limit stated by the Sea Bed Arms Control Treaty?
4. What is the aim of the Outer Space Treaty?
5. Name the countries that entered the Strategic Arms Limitation Talks
6. What is meant by nuclear non-proliferation?
7. Why did India not sign the Comprehensive Test Ban Treaty?

2. Answer each of the following questions in a paragraph

1. Describe briefly the efforts made after the Second World War to bring about disarmament.
2. What is India's policy towards disarmament?
3. What is the Nuclear Non-Proliferation Treaty?
4. Why is the Limited Test Ban Treaty called so?

economic disparity

This lesson is about economic disparity between the countries of the world. It also discusses the Commonwealth of Nations, an organisation promoting international peace and development.

Links

Related peer lesson titles

1. Civics - Human Rights and Apartheid - Class 10
2. Civics - The European union, ASEAN, AOU and SAARC - Class 10
3. Civics - Disarmament - Class 10

Teaching objectives

- To teach the student the reasons for the growing disparity between the developed and developing countries.
- To teach the student about the Commonwealth of Nations and its objectives.

Learning outcome

- The student can assess the reasons for the growing disparity between the developed and developing countries.
- The student can recall the Commonwealth of Nations and its objectives.

Expected previous learning

- The student is aware of the problems faced by the world today. The student is aware that various organisations promote peace and development around the world.

Teaching methodology

The teacher begins by recalling the problems faced by the world today and discusses the causes of the growing disparity between the developed and developing countries. The teacher defines neo-colonialism and reviews the need for co-operation among nations. The teacher concludes by describing the objectives of the Commonwealth of Nations and the role it plays in promoting peace and development. This lesson deals with the economic disparities between nations, neo-colonialism and the Commonwealth of Nations only. The European Community, SAARC, OAU and ASEAN are dealt with in another lesson unit.

Teaching aids

World map; pictures of some of the programmes undertaken by the Commonwealth of Nations.

Assessment

See worksheets and frequently asked questions.

Extension activities

- Students can go through different web sites to find out about the projects undertaken by the Commonwealth in different countries.
- The students can be encouraged to read books about the Commonwealth.

Reference

- Book
 - World Book Encyclopedia - World Book INC.

Acknowledgements

- Books
 - Social Science Book Part I History and Civics 10th Standard - Karnataka Publications
 - Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

economic disparity

Worksheet 1

Fill in the blanks with the correct answer

1. The Commonwealth of Nations was established in _____.
2. The two ways of developing a backward country are _____ and _____.
3. Countries like _____ and _____ accept the British Crown as their titular head.
4. Aid with conditions attached to it is _____.
5. The Commonwealth Games were held for the first time in _____.
(neo-colonialism, Canada, Australia, trade, aid, 1931, 1930)

Worksheet 2

Tick the correct answer

1. A major portion of the world's population lives in prosperous countries. True / False
2. The developing countries have a low per capita income. True / False
3. Commonwealth of Nations allows countries to pursue their foreign policy independently. True / False
4. Commonwealth is a compulsory association of countries formerly under the British Crown. True / False
5. Neo-colonialism makes a country economically independent. True / False

Solution

Worksheet 1

Fill in the blanks with the correct answer

1. The Commonwealth of Nations was established in 1931.
2. The two ways of developing a backward country are trade and aid.
3. Countries like Canada and Australia accept the British Crown as their titular head.
4. Aid with conditions attached to it is neo-colonialism.
5. The Commonwealth Games were held for the first time in 1930.

Worksheet 2

Tick the correct answer

1. A major portion of the world's population lives in prosperous countries. **False**
2. The developing countries have a low per capita income. **True**
3. Commonwealth of Nations allows countries to pursue their foreign policy independently. **True**
4. Commonwealth is a compulsory association of countries formerly under the British Crown. **False**
5. Neo-colonialism makes a country economically independent. **False**

Correct answers for the False statements

1. A major portion of the world's population lives in developing countries.
4. Commonwealth is a voluntary association of countries formerly under the British Crown.
5. Colonialism makes a country economically dependent on the donor country.

Frequently asked questions

1. Answer each of the following questions in a sentence

1. What is meant by Neo-colonialism?
2. List any two problems faced by developing countries.
3. When was the Commonwealth formed? How many nations make up the Commonwealth?
4. Why are the Commonwealth games held?
5. When and where were the first Commonwealth games held?
6. Name some agencies that the Commonwealth supports.
7. Name some of the organisations formed around the world to reconstruct their economy and society in general.

2. Answer each of the following questions in a paragraph

1. What is meant by Neo-Colonialism? What does it lead to?
2. What is regional cooperation? How does it help the economic progress of developing countries?
3. What is meant by Commonwealth? How does it benefit the member countries?

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europaean union, asean, oau and saarc

This lesson is a study of the various regional organisations promoting international peace and development.

Links

Related peer lesson titles

1. Civics - Human Rights and racial discrimination - Class 10
2. Civics - Economic disparity - Class 10
3. Civics - Disarmament - Class 10

Teaching objective

- To teach the students the contribution of the regional organisations (The European Union, ASEAN, OAU and SAARC) in maintaining peace and promoting development.

Learning outcome

- The students can estimate the contribution of the regional organisations in maintaining peace and promoting development.

Expected previous learning

- The students are aware that various regional organisations promote peace and development.

Teaching methodology

The teacher begins by reviewing the reasons for formation of Regional-Organisations. The teacher then discusses the formation and functioning of the European Community, ASEAN, OAU and SAARC.

Teaching aid

World map.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The student can visit various websites of the different regional organisations and learn about their developmental programmes.

Acknowledgement

Books

- World Book Encyclopedia - World Book INC.
- Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1

Fill in the blanks with the correct answers, choosing from the options given

1. European Community came into existence in _____. (1966, 1957, 1990)
2. The meeting of the Council of Ministers of SAARC is held _____ a year. (once, thrice, twice)
3. ASEAN is made up of _____ Asian countries. (South-East, North-East, South-West)
4. The OAU came onto existence in _____. (1991, 1965, 1963)
5. The first SAARC summit was held in _____. (New Delhi, Colombo, Dhaka)

Worksheet 2**Write the correct answers in the boxes provided**

1. Euro
2. OAU
3. Cambodia
4. Maldives
5. Kathmandu

(An observer nation of ASEAN, SAARC Secretariat, Anti-colonialism, European Union, Founder member of SAARC)

Solution**Worksheet 1****Fill in the blanks with the correct answers, choosing from the options given**

1. European Community came into existence in 1957.
2. The meeting of the Council of Ministers of SAARC is held twice a year.
3. ASEAN is made up of South-East Asian countries.
4. The OAU came into existence in 1963.
5. The first SAARC summit was held in Dhaka.

Worksheet 2**Write the correct answers in the boxes provided**

1. Euro
2. OAU
3. Cambodia
4. Maldives
5. Kathmandu

European Union
Anti-colonialism
An observer nation of ASEAN
Founder member of SAARC
SAARC Secretariat

Frequently asked questions**1. Answer each of the following questions in a sentence**

1. When was the OAU formed and what are its objectives?
2. Mention three programmes taken up by SAARC.
3. What is meant by ASEAN and when was it set up?
4. What is meant by the European Community and when was it set up?
5. Name some of the problems facing the world today.
6. What does the European Community aim at?
7. Name the nation which formed the Association of South East-Asian Nations.

2. Answer each of the following questions in a paragraph

1. Where are the permanent head quarters of SAARC located?
2. Which organisation co-ordinates the political and social policies to end colonisation in Africa?
3. What was the purpose of setting up SADF?

history

impact of british rule 1

The impact of British rule in India with special emphasis on the land revenue settlements undertaken by the British are given.

Links

Related peer lesson titles

1. History - Early Phase of the Freedom Struggle 1 - Class 10
2. History - Early Phase of the Freedom Struggle 2 - Class 10

Related part lesson title

1. History - Impact of British Rule in India 2 - Class 10

Teaching objectives

- To enable the student to understand the extent of the economic exploitation by the British.
- To enable the student to understand the various land revenue settlements introduced by the British.
- To enable the student to understand the effect of the land revenue settlements.

Learning outcome

- The student assesses the economic exploitation by the British.
- The student describes the various land revenue settlements introduced by the British.
- The student assesses the effect of the land revenue settlements on the Indian Economy.

Expected previous learning

- The student is aware of the political impact of the British rule, i.e. the wars fought by them and the revolt of 1857.

Teaching methodology

The teacher introduces the subject and discusses the motives of the British in India. Then with the help of the multimedia lesson, the students are taken through the history of British India and are exposed to the drain of wealth policy and the rural system in India during those times.

Teaching aids

Visuals of relevant personalities and the map of India during the British rule.

Assessment

See worksheets and frequently asked questions.

Extension activity

- The class can compare the political and economic exploitation by the British in Africa with that of India.

Reference

- **Web Site**
 - <http://www.lib.lsu.edu/special/exhibits/india/intro.htm>
- **Book**
 - British Paramountcy - Vol. IX - Bharatiya Vidyabhavan

Acknowledgement

- **Book**
 - Textbook of History and Civics - Class 9 - Perin Bagli - General Printers Publishers.
 - Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1

Fill in the blanks using the correct options given below

1. When the craftsmen deserted the cities, the cities ceased as centres of _____.
2. When the East India Company got the _____ they took over the revenue collection.
3. The Permanent Settlement was introduced in Bihar and _____.
4. According to the Mahalwari Settlement, land revenue was _____ of the total produce.
5. According to the Ryotwari Settlement, the _____ was the owner of the land.
(Diwani, zamindar, peasant, Punjab, Orissa, two-thirds, trade)

Worksheet 2

Tick True or False

1. The British administration destroyed the political unity of India. True / False
2. The Zamindari System impoverished the peasants. True / False
3. Colonialism meant that the economic development of colonies was undertaken by the colonies.
True / False
4. According to the Mahalwari System, land remained with the peasants. True / False
5. The Ryotwari Settlement was a thirty-year settlement. True / False

Solution

Worksheet 1

Fill in the blanks using the correct options given below

1. When the craftsmen deserted the cities, the cities ceased as centres of trade.
2. When the East India Company got the Diwani they took over the revenue collection.
3. The Permanent Settlement was introduced in Bihar and Orissa.
4. According to the Mahalwari Settlement, land revenue was two-thirds of the total produce.
5. According to the Ryotwari Settlement, the peasant was the owner of the land.

Worksheet 2

Tick True or False

1. The British administration destroyed the political unity of India. **False**
2. The Zamindari System impoverished the peasants. **True**
3. Colonialism meant that the economic development of colonies was undertaken by the colonies. **False**
4. According to the Mahalwari System, land remained with the peasants. **True**
5. The Ryotwari Settlement was a thirty-year settlement. **True**

Correct answers for the False statements

1. The British administration, being uniform and stable, gave Indians a 'sense of oneness'.
3. Colonialism meant that colonies were exploited by the mother country.

Frequently asked questions

1. Answer each of the following questions in a sentence

1. What is meant by the word 'Diwani'?
2. Who introduced the Permanent Settlement?
3. Name any two places where the Permanent Settlement was introduced.
4. Who were the owners of the land under the Mahalwari System?
5. Where was the Ryotwari System introduced?
6. What do you understand by Administrative Unity?
7. Mention one economic impact upon the Indian craftsmen due to the British policies.

2. Answer each of the following questions in a paragraph

1. Explain the policy of Colonialism and its effects on India.
2. Discuss the terms of the Permanent Settlement and its results.
3. Explain the Mahalwari System.
4. What were the terms of the Ryotwari System and its effects on the peasants?
5. Discuss the effects of the land settlements on the peasants.

history

impact of british rule 2

The growth of education and the role of the press led to the rise of Nationalism in India.

Links

Related peer lesson titles

1. History - Early Phase of Freedom Movement 1 - Class 10
2. History - Early Phase of Freedom Movement 2 - Class 10

Related part lesson title

1. History - Impact of British Rule 1 - Class 10

Teaching objectives

- To enable the student to understand the systematic growth of Western education in India.
- To enable the student to understand how the vernacular press influenced the growth of nationalism.
- To enable the student to become aware of the impact of vernacular literature in developing nationalism.

Learning outcome

- The student explains the systematic growth of Western Education in India.
- The student assesses the role of the vernacular press in the growth of nationalism
- The student assesses the role of vernacular literature in encouraging the growth of nationalism.

Expected previous learning

- The student should be aware of the growth of nationalism in India as an effect of the Revolt of 1857

Teaching methodology

The teacher introduces the subject and recapitulates the revenue settlements started by the British Government in India and their effects. Then with the help of the multimedia lesson, the class is taken through the history of the impact of Western education.

Teaching aids

Relevant visuals and map of India

Assessment

See worksheets and frequently asked questions.

Extension activity

- The class could prepare a report on the vernacular newspapers and patriotic novels of the 19th century.

Reference

- **Web Site**
 - http://www.historyofindia.com/hist_text/britrule.html
- **Book**
 - The Freedom Struggle - Vol. XI - Bharatiya Vidya Bhavan

Acknowledgement

- **Book**
 - Textbook of History and Civics - Class 10 - Perin Bagli - General Printers and Publishers
 - Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1

Match the columns

- | | |
|-------------------------------|------|
| 1. Charter Act | 1835 |
| 2. Hunter Commission | 1854 |
| 3. Macaulay's Minute | 1857 |
| 4. Wood's Despatch | 1882 |
| 5. Calcutta University set up | 1813 |

Worksheet 2

Fill in boxes with the correct options given below

- The Governor-General, who introduced Western education.
- The patriotic song by Bankim Chandra Chatterjee.
- The first Indian newspaper in 1780.
- He passed the Indian Universities Act.
- He composed the National Anthem.

(Lord Curzon, Kesari, Lord William Bentinck, Rabindranath Tagore, Lord Lytton, Bengal Gazette, Vande Mataram)

Solution

Worksheet 1

Match the columns

- | | |
|-------------------------------|------|
| 1. Charter Act | 1813 |
| 2. Hunter Commission | 1882 |
| 3. Macaulay's Minute | 1835 |
| 4. Wood's Despatch | 1854 |
| 5. Calcutta University set up | 1857 |

Worksheet 2

Fill in boxes with the correct options given below

- The Governor-General, who introduced Western education
- The patriotic song by Bankim Chandra Chatterjee.
- The first Indian newspaper in 1780.
- He passed the Indian Universities Act.
- He composed the National Anthem.

Lord William Bentinck

Vande Mataram

Bengal Gazette

Lord Curzon

Rabindranath Tagore

Frequently asked questions

1. Answer each of the following questions in a sentence

- Name the act which set aside rupees one lakh for educating the Indians. When was it passed?
- Name the two groups who were involved in a controversy regarding the education of Indians.
- Who set up the Vishwa Bharati at Shantiniketan?
- Name the first Indian Newspaper.
- Name the work for which Tagore was awarded the Nobel prize.
- Name the Viceroy who introduced English education in India.
- Who composed the National Anthem?

2. Answer each of the following questions in a paragraph

- What were the provisions and results of the Wood's despatch?
- Discuss the proposals of the Hunter Commission and its results.
- What was the impact of Western Education on the Indians?
- Discuss the role of the press as a major weapon of the nationalist movement.
- Explain how the growth of Vernacular literature aroused nationalism in India.

history

early phase of freedom struggle 1

This lesson highlights the discriminative policies of the British which led to the foundation of the Indian National Congress and the rise of the Moderates and Extremists.

Links

Related peer lesson titles

1. History - Gandhian Era - 1 - Class 10
2. History - Gandhian Era - 2 - Class 10

Related part lesson title

1. History - Early Phase of Freedom Struggle 2 - Class 10

Teaching objectives

- To enable the student to get a clear idea about the growth of nationalism in India due to Lytton's measures and the Ilbert Bill.
- To enable the student to explain the development of the Congress under the Moderates and the Extremists.
- To enable the student to list the leaders of the Moderates and the Extremists.
- To enable the student to describe the sequence of events between 1885 and 1907 in India's Freedom Movement.

Learning outcomes

- The student has a clear idea about the growth of nationalism in India due to Lytton's measures and the Ilbert Bill.
- The student gets an idea of the development of the Congress under the Moderates and the Extremists.
- The student knows the leaders of the Moderates and the Extremists.
- The student knows the sequence of events between 1885 and 1907 in India's Freedom Movement.

Expected previous learning

- The student should be familiar with the events of the Revolt of 1857.

Teaching methodology

The teacher can start the lesson by giving a background of the impact of the Revolt of 1857. She/he can go on to explain the British Economic Policies and the practice of discrimination that led to the rise of Indian Nationalism. She/he can then use the multimedia lesson and discuss the salient points mentioned. At the end, the assessment can be solved with student participation.

Teaching aids

Visuals of prominent Moderates and Extremists.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The student can be asked to write a few lines to bring out the characters of Lord Ripon as a progressive Viceroy and Lord Lytton as a reactionary Viceroy.
- The student can be asked to prepare a report on the struggle for independence in other countries due to discrimination.

Reference

- **Web Site**
 - www.freeindia.org
- **Books**
 - British Paramountcy and Struggle for Freedom - Volume XI - Bharatiya Vidya Bhavan
 - Modern India - NCERT - Publications
 - India since 1526 - V.S. Mahajan.

Acknowledgement

Books

- A Text book of History & Civics- Perin Bagli - Class 10 - General Printers
- ICSE - History and Civics by Xavier Pinto and Myall - Class 10 - Frank Brothers
- Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1

Match the columns by writing the correct option in the boxes

1. A. O. Hume
2. G. K. Gokhale
3. Lord Curzon
4. Tilak
5. Lord Lytton
6. Lord Ripon

(Founder, Indian National Congress, Ilbert Bill, Vernacular Press Act, Partition of Bengal, Moderate leader, Editor of 'Kesari')

Worksheet 2

Arrange the following events in a chronological order

1. Foundation of the Indian National Congress.
2. Partition of Bengal.
3. Passing of the Ilbert Bill.
4. The Surat Split.
5. Swadeshi and Boycott movements.

Worksheet 3

Tick True or False

1. The Vernacular Press Act prevented Indians from publishing newspapers in local languages. True / False
2. The Arms Act prevented Indians from owning weapons without a license. True / False
3. The Factory Act prevented Indians from running factories. True / False
4. Surat Split was the split between East Bengal and West Bengal. True / False

Solution

Worksheet 1

Match the columns by writing the correct option in the boxes

1. A. O. Hume
2. G. K. Gokhale
3. Lord Curzon
4. Tilak
5. Lord Lytton
6. Lord Ripon

Founder, Indian National Congress
Moderate leader
Partition of Bengal
Editor of 'Kesari'
Vernacular Press Act
Ilbert Bill

Worksheet 2

Arrange the following events in a chronological order

1. Passing of the Ilbert Bill.	1883
2. Foundation of the Indian National Congress	1885
3. Partition of Bengal	1905
4. Swadeshi and Boycott Movements	1905
5. The Surat Split	1907

Worksheet 3

Tick True or False

1. The Vernacular Press Act prevented Indians from publishing newspapers in local languages. **True**
2. The Arms Act prevented Indians from owning weapons without a license. **True**
3. The Factory Act prevented Indians from running factories. **False**
4. Surat Split was the split between East Bengal and West Bengal. **False**

Correct answers for the False statements

3. The Factory Act benefited Indians who worked in factories, especially children.
4. Surat Split was the split between the Moderates and Extremists.

Frequently asked questions

1. Answer each of the following questions in a sentence

1. When was the Indian National Congress formed?
2. Who played a leading role in setting it up?
3. Where was the first session of the Congress held?
4. Who presided the first session of the Congress?
5. Who partitioned Bengal and when?
6. When did the Surat split occur and why?
7. Name any two Presidents of the Indian National Congress during the early phase of freedom struggle.

2. Answer each of the following questions in a paragraph

1. Discuss the measures undertaken by Lord Lytton, which angered the Indians
2. Why was Lord Ripon's administration considered progressive?
3. Why were the Moderates so called? Mention a few of their demands.
4. Discuss the beliefs, methods and programmes of the Extremists.
5. Why was Bengal partitioned? How did the Indians react to the partition?

The lesson highlights the introduction of Reforms of 1909 and 1919 by the British to satisfy the Indians. It also highlights the massacre at Jallianwala Bagh and its outcome.

Link

Related peer lesson titles

1. History - Gandhian Era 1 - Class 10
2. History - Gandhian Era 2 - Class 10

Related part lesson title

1. History - Early Phase of Freedom Struggle 1 - Class 10

Teaching objectives

- To enable the student to understand the freedom struggle under the revolutionaries and the Home Rule Movement.
- To enable the student to understand why the various reforms like Minto-Morley and Montague-Chelmsford Reforms failed to satisfy the Indians.

Learning outcome

- The student assesses the Acts of 1909 and 1919.
- The student recognises the attempts made by the Revolutionaries to check British power.
- The student discusses the importance of the Home Rule Movement and the Jallianwala Bagh Massacre.

Expected previous learning

- The student is aware of the spread of the freedom struggle under the Extremists through various movements, i.e. Swadeshi and Boycott movements.

Teaching methodology

The teacher introduces the subject and recapitulates the Swadeshi and Boycott Movements and the Surat Split. Then with the help of the multimedia lesson, the students are taken into the second phase of the freedom struggle between 1909 and 1919.

Teaching aids

Map of 'India before independence 1900 - 1920' and visuals of important leaders and events

Assessment

See worksheets and frequently asked questions.

Extension activities

- The class could conduct a research regarding revolutionary terrorism in any one region or state such as Punjab, Bengal and Maharashtra.
- The class could prepare a comparative report on terrorism in modern India and outside at present.
- The class could find out about the memorial constructed at Jallianwala Bagh.

Reference

- **Web Site**
 - <http://www.historyofindia.com/gandhi.html>
- **Books**
 - British Paramountcy - Bharatiya Vidya Bhavan Publications
 - Modern India - NCERT Publications

Acknowledgement• **Books**

- ICSE History and Civics - Class 10 - Manjitha Bose - Oxford University Press
- ICSE History and Civics - Class 10 - Perin Bagli - General Printers
- A text book of History and Civics - Class 10 - Xavier Pinto and Myall - Frank Brothers
- Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1**Tick True or False**

1. The Minto-Morley Reforms granted direct elections to the councils. True / False
2. The revolutionaries believed that British power could be removed only by the use of violence. True / False
3. At the Lucknow Session, the Congress and the Muslim League agreed on a scheme of joint electorate. True / False
4. The Jallianwala Bagh Massacre demonstrated British cruelty towards the Indians. True / False
5. The Montague-Chelmsford Reforms granted a measure of self-government to the Indians. True / False

Worksheet 2**Fill in the blanks using the options given below**

1. The Montague-Chelmsford Reforms was passed in _____.
2. The Home Rule movement was started by _____ and _____.
3. The Abhinav Bharat Society was founded by _____.
4. Demonstrations and meetings were banned by _____ Act.
5. The Partition of Bengal was annulled in _____ by the British.
(Rowlatt, 1911, Bal Gangadhar Tilak, 1919, Annie Besant, 1909, Vinayak Damodar Savarkar)

Solution**Worksheet 1****Tick True or False**

1. The Minto-Morley Reforms granted direct elections to the councils. **False**
2. The revolutionaries believed that British power could be removed only by the use of violence. **True**
3. At the Lucknow Session, the Congress and the Muslim League agreed on a scheme of joint electorate. **False**
4. The Jallianwala Bagh Massacre demonstrated British cruelty towards the Indians. **True**
5. The Montague-Chelmsford Reforms granted a measure of self-government to the Indians. **False**

Correct answers for the False statements

1. The Minto-Morley Reforms did not grant direct elections to the councils.
3. The Congress accepted separate electorates to remove Muslim fears.
5. The self-government granted to the provinces was only in name as the Governor General had the power to reject bills passed by the Legislative Councils.

Worksheet 2**Fill in the blanks using the options given below**

1. The Montague-Chelmsford Reforms was passed in 1919.
2. The Home Rule movement was started by Annie Besant and Bal Gangadhar Tilak.
3. The Abhinav Bharat Society was founded by Vinayak Damodar Savarkar.
4. Demonstrations and meetings were banned by Rowlatt Act.
5. The Partition of Bengal was annulled in 1911 by the British.

Frequently asked questions

1. Answer each of the following questions in a sentence

1. Name two important revolutionary societies and their founders.
2. Name any two leaders of the Home Rule Movement.
3. When was the Rowlatt Act passed? What was its aim?
4. When were the Minto-Morley Reforms introduced?
5. When did the British annul partition?
6. Name the leaders of the Mazzini club.
7. What do you understand by dyarchy?

2. Answer each of the following questions in a paragraph

1. Why did the Minto-Morley Reforms fail to satisfy the Congress?
2. How did the Lucknow Pact unite the Hindus and Muslims?
3. What were the provisions of the Montague-Chelmsford Reforms? Did these fulfill the promise of self-government?
4. Give an account of the Jallianwala Bagh Massacre. What was the result?
5. How did the Home Rule Movement contribute to the struggle for self rule?

history

the gandhian era 1

Gandhi's role in the freedom struggle with emphasis on his Non-Cooperation Movement is discussed.

Link

Related peer lesson titles

1. History - Early Phase of Freedom Struggle 1 - Class 10
2. History - Early Phase of Freedom Struggle 2 - Class 10

Related part lesson title

1. History - The Gandhian Era 2 - Class 10

Teaching objectives

- To enable the student to comprehend the course of the freedom struggle.
- To enable the student to understand why the Indians refused to accept the Simon Commission.
- To enable the student to understand how the goal of the Congress changed.

Learning outcomes

- The student learns about the advent of Gandhi in Indian politics.
- The student understands about the Non-Cooperation Movement organized by Gandhi.
- The student understands how the goal of the Congress changed under Nehru and Bose.

Expected previous learning

- The student should be familiar with the early phase of the freedom struggle which included the role of the moderates and the extremists.

Teaching methodology

The teacher will inform the students about Gandhi's early career in South Africa, especially his experiences with racial discrimination, his evolution of *Satyagraha* and its successful application in South Africa.

Teaching aid

Visuals of various freedom fighters like Gandhi, Shaikat Ali, C.R. Das, Motilal Nehru, Lala Lajpat Rai and Jawaharlal Nehru.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The teacher can ask the students to prepare a project on personalities similar to Gandhi, who championed the cause of human rights like Abraham Lincoln or Martin Luther King and assess their similarities to Gandhi.
- The students could do a project on the people who made a lasting impact on Gandhi.

Reference

- **Web Site**
 - <http://www.historyofindia.com/gandhi.html>
- **Books**
 - Indian National Movement World Organisations and Civics - B. B. Tayal and A. Jacob - Avichal Publishers
 - Freedom Struggle - Bharatiya Vidhya Bhawan

Acknowledgement

- **Books**
 - Textbook of History and Civics - Perin Bagli - Class 10 - General Printers Publishers
 - Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

history

the gandhian era 1

35

Worksheet 1

Fill in the blanks using the options given below

1. The Khilafat movement was led by Mohammad Ali and _____.
2. Gandhi returned the title of '_____';
3. There was an incident of mob violence at _____.
4. During the Anti-Simon Commission demonstration, _____ was killed in a lathi charge.
5. The Congress at Lahore in 1929, decided to observe 26th January as _____ Day every year.
(Kaiser-i-hind, knighthood, Independence, Republic, Chauri Chaura, Lala Lajpat Rai, Shaukat Ali)

Worksheet 2

Write the events in a chronological sequence using the options given below

1. _____
2. _____
3. _____
4. _____
5. _____

(Simon Commission, Khilafat Movement, Suspension of Non-Cooperation, Lahore Session, Non-Cooperation Movement)

Solution

Worksheet 1

Fill in the blanks using the options given below

1. The Khilafat movement was led by Mohammad Ali and Shaukat Ali.
2. Gandhi returned the title of 'Kaiser-i-hind'.
3. There was an incident of mob violence at Chauri Chaura.
4. During the Anti-Simon commission demonstration, Lala Lajpat Rai was killed in a lathi charge.
5. The Congress at Lahore in 1929, decided to observe 26th January as Independence Day every year.

Worksheet 2

Write the events in a chronological sequence using the options given below

1. Khilafat movement 1919
2. Non-Cooperation movement 1920
3. Suspension of Non-Cooperation 1922
4. Simon Commission 1928
5. Lahore Session 1929

Frequently asked questions

1. Answer each of the following questions in a sentence

1. Name two leaders of the Khilafat Movement. What was the movement's aim?
2. Name two lawyers from Karnataka who gave up their practice during the Non-Cooperation Movement.
3. Name the Indian leader who lost his life in the Anti-Simon demonstrations.
4. Why did Gandhi call off the Non-Cooperation Movement?
5. Mention two provisions of the Nehru Report.
6. Who formed the Swaraj Party?
7. Why did the Congress decide to boycott the Simon Commission?

2. Answer each of the following questions in a paragraph

1. What was the aim of the Non-Cooperation Movement? Give an account of the movement with examples.
2. What role did the Swaraj Party play in keeping up the spirit of protests against the British?
3. Why did the British Government appoint the Simon Commission? How did the Indians react to it?
4. What were the important decisions taken at the Lahore Session?
5. What was Gandhi's role in the Khilafat movement?

history

the gandhian era 2

The Civil Disobedience and Quit India Movements led by Mahatma Gandhi are highlighted.

Links

Related peer lesson titles

1. History - Early Phase of Freedom Struggle 1 - Class 10
2. History - Early Phase of Freedom Struggle 2 - Class 10

Related part lesson title

1. History - The Gandhian Era 1 - Class 10

Teaching objectives

- To enable the student to understand the causes and effects of the Civil Disobedience Movement.
- To enable the student to understand the efforts of Subhash Chandra Bose in liberating India.
- To enable the student to know the causes and importance of the Quit India Movement.

Learning outcomes

- The student relates the causes and effects of the Civil Disobedience Movement.
- The student assesses the role of Subhash Chandra Bose in liberating India.
- The student discusses the causes and importance of the Quit India Movement.

Expected previous learning

- The student should be familiar with the Khilafat and Non Co-operation Movements organized by Gandhi.

Teaching methodology

The teacher recapitulates the circumstances like the Nehru Report and the Lahore Session which led to the Civil Disobedience Movement. Then he/ she explains the lesson.

Teaching aid

Visuals of important leaders and events

Assessment

See worksheets and frequently asked questions.

Extension activity

- Can Indians today follow the policy of Satyagraha and non-violence to achieve communal peace? Discuss.

Reference

- **Web Site**
 - <http://www.historyofindia.com/gandhi.html>
- **Book**
 - Freedom Struggle Vol 11 - Bharatiya Vidya Bhavan

Acknowledgements

- **Books**
 - ICSE History and Civics - Class 10 - Jacob and Tayal - Avinchal Publishers
 - New ICSE History and Civics - Xavier Pinto and Myall - Class 10 - Frank Brothers Publishers
 - Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

history

the gandhian era 2

37

Worksheet 1

Tick the correct option

1. The aim of the Dandi March was to:
 - a) boycott British goods.
 - b) violate the salt law.
 - c) force the British to release Indian prisoners.
2. The first Round Table Conference was a failure because:
 - a) the League and the Congress did not come to an agreement.
 - b) the British did not agree with the Congress.
 - c) the Congress boycotted it.
3. Sir Stafford Cripps was sent to India:
 - a) to grant independence.
 - b) to secure India's support in the War.
 - c) to partition India into India and Pakistan.
4. Subhash Chandra Bose resigned from the Congress because:
 - a) the younger members did not support him.
 - b) he wanted to leave the country.
 - c) he had serious differences with the senior members.
5. The Muslim League launched Direct Action Day because:
 - a) the Cabinet Mission rejected their demands for Pakistan.
 - b) the Congress did not want partition.
 - c) the League did not agree with the Wavell plan.

Worksheet 2

Match the columns

- | | |
|--------------------------------|------|
| 1. Civil Disobedience Movement | 1946 |
| 2. Quit India Movement | 1947 |
| 3. Gandhi-Irwin Pact | 1930 |
| 4. Cabinet Mission | 1931 |
| 5. India became independent | 1942 |

Solution

Worksheet 1

Tick the correct option

1. The aim of the Dandi March was to violate the salt law.
2. The first Round Table Conference was a failure because the Congress boycotted it.
3. Sir Stafford Cripps was sent to India to secure India's support in the war.
4. Subhash Chandra Bose resigned from the Congress because he had serious differences with the senior members.
5. The Muslim League launched Direct Action Day because the Cabinet Mission rejected their demands for Pakistan.

Worksheet 2

Match the columns

- | | |
|--------------------------------|------|
| 1. Civil Disobedience Movement | 1930 |
| 2. Quit India Movement | 1942 |
| 3. Gandhi-Irwin Pact | 1931 |
| 4. Cabinet Mission | 1946 |
| 5. India became independent | 1947 |



Frequently asked questions

1. Answer each of the following questions in a sentence

1. Name the agreement that brought the Civil Disobedience Movement to an end.
2. Why did the Congress ministers resign?
3. Why did Subhash Chandra Bose leave the Congress?
4. Why did the Shimla Conference fail?
5. Name the Viceroy who presided over the transfer of power.
6. Where did the Congress adopt the Quit India Resolution?
7. Why was Gandhi unhappy with the Second Round Table Conference?

2. Answer each of the following questions in a paragraph

1. Discuss the Civil Disobedience Movement with special emphasis on the Dandi March.
2. What were the main provisions and results of the Act of 1935?
3. Discuss the motive and proposal of the Cripps' Mission. How did the Congress react to it?
4. Discuss the role played by Subhash Chandra Bose in attempting to liberate India.
5. Give an account of the Quit India Movement.

Gandhi's contribution to the freedom struggle has been highlighted with special emphasis on his role as a social, economic and educational reformer.

Links

Related peer lesson titles

1. History - Early Phase of the Freedom Struggle - 1 - Class 9
2. History - Early Phase of the Freedom Struggle - 2 - Class 9

Related part lesson titles

1. History - Gandhian Era - 1 - Class 10
2. History - Gandhian Era - 2 - Class 10

Teaching objectives

- To enable the student to understand the role played by Gandhi in India's freedom struggle.
- To enable the student to realise the impact of *satyagraha*.
- To enable the student to understand Gandhi's personality as a social, economic and educational reformer.

Learning outcomes

- The student explains the role played by Gandhi in the freedom struggle by the implementation of *satyagraha*.
- The student lists the different facets of Gandhi's personality as a social, economic and educational reformer.

Expected previous learning

- The student is aware of Gandhi's Freedom Movements (Non-Cooperation, Civil Disobedience and Quit India).

Teaching methodology

The teacher introduces the subject with a discussion on what they already know about Gandhi's life. Then with the help of the multimedia lesson, the students are taken into the various events in Gandhi's early life that influenced his thoughts and career, his experience of racial discrimination.

Teaching aids

Relevant visuals on Gandhi's early life, *satyagraha*, social reforms.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The student could be asked to see the film 'Gandhi' and 'The Making of the Mahatma'.
- The student could be asked to prepare a project on Gandhi's principles and ideals and their effects in contemporary India and outside. E.g. The Directive Principles in the Indian Constitution.

Reference

- **Web Site**
 - www.mkgandhi.org
- **Book**
 - Gandhi - Louis Fisher

Acknowledgement

- **Books**
 - Freedom at Midnight - Larry Collins and Lapierre - Harper and Collins
 - Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1**Tick True or False**

1. Gandhi practised *satyagraha* for the first time in India. True / False
2. The national movement became a mass movement under Gandhi's leadership. True / False
3. Gandhi conducted a campaign against untouchability. True / False
4. Gandhi believed in urban industrialisation. True / False
5. Gandhi believed in western education. True / False

Worksheet 2**Fill in the blanks using the options given below**

1. Gandhi was born at _____ in _____.
2. He organized the Indians in South Africa in a _____ agitation.
3. Gandhi wanted improvement in the status of _____.
4. Gandhi made the _____ the symbol of self-sufficiency.
5. Gandhi promoted _____ to overcome the problems of unemployment.
(South Africa, satyagraha, charka, swadeshi, Porabander, women, Gujarat)

Solution**Worksheet 1****Tick True or False**

1. Gandhi practised *satyagraha* for the first time in India. **False**
2. The national movement became a mass movement under Gandhi's leadership. **True**
3. Gandhi conducted a campaign against untouchability. **True**
4. Gandhi believed in urban industrialisation. **False**
5. Gandhi believed in western education. **False**

Correct answers for the False statements

1. Gandhi practised *satyagraha* for the first time in South Africa before he came to India.
4. Gandhi believed in promoting small-scale rural industries.
5. Gandhi believed in Indian education in the vernacular medium.

Worksheet 2**Fill in the blanks using the options given below**

1. Gandhi was born at Porbander in Gujarat.
2. He organized the Indians in South Africa in a satyagraha agitation.
3. Gandhi wanted improvement in the status of women.
4. Gandhi made the charka the symbol of self-sufficiency.
5. Gandhi promoted swadeshi to overcome the problems of unemployment.

Frequently asked questions**1. Answer each of the following questions in a sentence**

1. What is meant by *satyagraha*?
2. Where and when was Gandhi born?
3. Where did he first use *satyagraha* and why?
4. What was the symbol used by Gandhi to promote village industries?
5. When was Gandhi assassinated? Who assassinated him?
6. Write a note on how Gandhi popularised khadi.
7. How did Gandhi improve the status of women?

2. Answer each of the following questions in a paragraph

1. Explain the main features of *satyagraha*. What were its results?
2. Discuss Gandhi's role as a social and economic reformer.
3. Why did Gandhi encourage the development of small-scale village industries?
4. Discuss the new system of education introduced by Gandhi. What did it stress on?
5. How did Gandhi make the national movement a mass movement?

history

causes of world war I

41

The various causes that led to World War I are explained in this lesson.

Links

Related peer lesson titles

1. History - World War II - Causes - Class 10
2. History - World War II - Events and Results - Class 10

Related part lesson titles

1. History - World War I - Events and Results - Class 10

Teaching objectives

- To enable the student to know the causes which led to World War I.
- To enable the student to know the immediate cause that led to the war.

Learning outcomes

- The student understands the causes of World War I.
- The student recognises the rivalries between the European countries.
- The student can describe the arms race.
- The student can evaluate the alliances formed between nations.

Expected previous learning

- The student has an idea of how countries in Europe were trying to expand their empires in Asia and Africa.

Teaching methodology

The teacher explains the causes of war, that is, the policy of imperialism adopted by the European powers and the rise of Germany from a dependent state under Austria to a united and strong power. Then she/he proceeds to explain with the help of the multimedia lesson.

Teaching aids

Map and visuals of European countries

Assessment

See worksheets and frequently asked questions.

Extension activities

- The student can find out information on the main political figures in Europe during the war - Bismarck of Germany, Lloyd George of England and Clemenceau of France.

Reference

- Web Site
 - www.brooklyn_cuny_edu.com
- Book
 - History of Europe - Lipson

Acknowledgements

- Books
 - ICSE History and Civics - Manjitha Bose
 - Indian National Movement and World Organisation and Civics - Tayal and Jacob
 - Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1**Match the columns**

1. The Iron Man of Germany.
2. The Asian power who joined the Entente.
3. The Archduke of Austria.
4. The reason for the rivalry between Austria and Serbia.
5. The capital of Bosnia.

(Ferdinand, Sarajevo, Bismarck, Assassination of the Archduke, Austria, Japan)

Worksheet 2**Tick True or False**

1. Germany, after 1871, had a huge colonial empire. True / False
2. Austria's expansion in the Balkans threatened Russia. True / False
3. Austria held Russia responsible for the Archduke's assassination. True / False
4. Japan joined the Triple Alliance group. True / False
5. Italy at the last moment joined the Triple Entente. True / False

Solution**Worksheet 1****Match the columns**

1. The Iron Man of Germany
2. The Asian power who joined the Entente
3. The Archduke of Austria
4. The reason for the rivalry between Austria and Serbia
5. The capital of Bosnia

Bismarck
Japan
Ferdinand
Assassination of the Archbishop
Sarajevo

Worksheet 2**Tick True or False**

1. Germany, after 1871, had a huge colonial empire. **False**
2. Austria's expansion in the Balkans threatened Russia. **True**
3. Austria held Russia responsible for the Archduke's assassination. **False**
4. Japan joined the Triple Alliance group. **False**
5. Italy at the last moment joined the Triple Entente. **True**

Correct answers for the False statements

1. Germany, after 1871 had no colonies.
3. Austria held Serbia responsible for the Archduke's assassination.
4. Japan joined the Triple Entente group.

Frequently asked questions**1. Answer each of the following questions in a sentence**

1. Name any two imperialist powers of Europe in the 19th century.
2. Name the powers supported by Germany and Russia respectively in the Balkans.
3. Who was known as the Iron man of Germany?
4. Name the members of the Triple Alliance.
5. Name the members of the Triple Entente.
6. What do you understand by militarism?
7. Name the railways built by Germany.

2. Answer each of the following questions in a paragraph

1. Why was Germany involved in clashes with the central European powers?
2. How did the concept of nationalism create rivalry among the nations?
3. What role did militarism play in bringing about World War I?
4. How was the system of alliances responsible for the outbreak of World War I?
5. What was the immediate cause of World War I?

history

world war I

- events and results

43

The course and results of World War I and the formation and failure of the League of Nations are highlighted.

Links

Related peer lesson titles

1. History - World War II - Causes - Class 10
2. History - World War II - Events and Results - Class 10

Related part lesson title

1. History - Causes of World War I - Class 10

Teaching objectives

- To enable the student to understand which countries fought against Germany in World War I.
- To enable the student to understand the consequences of World War I.
- To enable the student to understand the formation of the League of Nations.
- To enable the student to understand the reasons why the League failed.

Learning outcomes

- The student lists the events of the World War I.
- The student lists the results of World War I.
- The student explains the chief features of the Treaty of Versailles.
- The student describes the formation of the League of Nations.
- The student explains the reasons for the failure of the League.

Expected previous learning

- The student is aware of how countries in Europe were trying to expand their empires in Asia and Africa and of the causes which led to World War I.

Teaching methodology

The teacher introduces the subject entitled 'Causes of World War I' to explain the background to the causes of the war, that is, the policy of imperialism adopted by the European powers and the rise of Germany from a dependent state under Austria to a united and strong power. Then with the help of multimedia lesson, the students are given an explanation about the events of the World War I and the results of the World War I.

Teaching aids

Relevant map and visuals.

Assessment

See worksheets and frequently asked questions.

Extension activity

- The class could research and prepare a file on the important battles of World War I, the arms, the aeroplanes, and submarines used during the war.

Reference

- **Web Site**
 - <http://www.bbc.co.uk/history/index.shtml>
- **Books**
 - History of Europe - Lipson
 - Indian National Movement and World Organisation and Civics, Tayal and Jacob

Acknowledgement

- **Books**
 - ICSE History and Civics - Manjistha Bose

- Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1

Tick the correct option

1. In World War I new weapons like (guns, battleships, war tanks) were introduced.
2. USA joined the war because of (attack by Turkey, sinking of Lousitania, attack by Austria)
3. World War I ended with the Treaty of (Versailles, Paris, Turkey).
4. As a result of World War I (England, USA, France) became powerful.
5. The headquarters of the League was in (New York, London, Paris).

Worksheet 2

Match the columns

1. Kaiser William II
2. President Wilson
3. Lousitania
4. Revolution
5. Peace Conference

(Germany, Britain, Paris, Russia, United States of America, London, Austria)

Solution

Worksheet 1

Tick the correct option

1. In World War I new weapons like war tanks were introduced.
2. USA joined the war because of the sinking of Lousitania.
3. World War I ended with the Treaty of Versailles.
4. As a result of World War I USA became powerful.
5. The headquarters of the League was in Paris.

Worksheet 2

Match the columns

1. Kaiser William II
2. President Wilson
3. Lousitania
4. Revolution
5. Peace Conference

Paris
Russia
Germany
USA
Britain

Frequently asked questions

1. Answer each of the following questions in a sentence

1. Mention two new techniques used in World War I.
2. Why did USA declare war on Germany?
3. Why did USSR withdraw from the war?
4. Name the conference which was held after Germany's surrender.
5. Where was the headquarters of the League of Nations located? When did it start functioning?
6. State one reason why the League of Nations failed.
7. Name the king of Germany during World War I.

2. Answer each of the following questions in a paragraph

1. Name the Treaty which ended World War I. Mention its terms.
2. Give an account of the death and destruction caused by World War I.
3. Why was the League of Nations set up?
4. Discuss the aims and structure of the League of Nations.
5. Discuss the causes for the failure of the League of Nations.

history

world war II - causes

45

The growth of dictatorship in Italy and Germany which formed a major cause of World War II is highlighted.

Links

Related peer lesson titles

1. History - Unification of Italy - Class 10
2. History - Unification of Germany - Class 10
3. History - Causes of World War I - Class 10
4. History - Events of Results of World War I - Class 10

Related part lesson titles

1. History - Events of World War II - Class 10
2. History - Results of World War II - Class 10

Teaching objectives

- To enable the student to understand the reasons behind the growth of Fascism in Italy.
- To enable the student to become aware of the injustice imposed on Germany by the Treaty of Versailles.
- To enable the student to become aware of how the policy of appeasement followed by Britain and France encouraged Hitler's aggression.

Learning outcomes

- The student analyses the reasons behind the growth of Fascism in Italy.
- The student assesses the injustice imposed on Germany by The Treaty of Versailles.
- The student explains how the policy of appeasement followed by Britain and France encouraged Hitler.

Expected previous learning

- The student is familiar with the results of World War I.

Teaching methodology

The teacher recapitulates the results of World War I, especially the terms of The Treaty of Versailles. Then he/she explains the multimedia lesson.

Teaching aids

Visuals of personalities and maps of Europe and Asia highlighting Japan, Italy and Germany.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The student can prepare a project on present day dictators or those belonging to the recent past.

Reference

- **Web Site**
 - <http://www.ualberta.ca/~cleibovi/home.html>
- **Books**
 - History of Europe - Kettleby
 - History of Europe - Lipson

Acknowledgement

- **Books**
 - Textbook of History and Civics - Périn Bagli
 - Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1

Write the events in chronological sequence using the options given below

- Hitler occupied Czechoslovakia
- Hitler came to power
- Mussolini became the Prime Minister of Italy
- Hitler annexed Austria
- Hitler invaded Poland

Worksheet 2

Tick True or False

1. When Mussolini marched to Rome he was resisted by King Victor Emmanuel II. True / False
2. Hitler's aim was to avenge the humiliation of the Treaty of Versailles. True / False
3. The League sent its army against Japan, Italy and Germany. True / False
4. Britain and France remained silent when Germany occupied Austria and Czechoslovakia. True / False
5. Britain and France did not protest when Germany invaded Poland. True / False

Solution**Worksheet 1**

Write the events in chronological sequence using the options given below

1. Mussolini became the Prime Minister of Italy
2. Hitler came to power
3. Hitler annexed Austria
4. Hitler occupied Czechoslovakia
5. Hitler invaded Poland

Worksheet 2

Tick True or False

1. When Mussolini marched to Rome he was resisted by King Victor Emmanuel II. **False**
2. Hitler's aim was to avenge the humiliation of the Treaty of Versailles. **True**
3. The League sent its army against Japan, Italy and Germany. **False**
4. Britain and France remained silent when Germany occupied Austria and Czechoslovakia. **True**
5. Britain and France did not protest when Germany invaded Poland. **False**

Correct answers for the False statements

1. When Mussolini marched to Rome, King Victor Emmanuel II made him Prime Minister of Italy.
3. The League did not have an army of its own.
5. When Germany invaded Poland, Britain and France declared war on Germany.

Frequently asked questions**1. Answer each of the following in a sentence**

1. Why had Italy changed sides during World War I?
2. What were the supporters of Mussolini known as?
3. When did Hitler come to power?
4. Who were the Axis powers?
5. When did Hitler invade Poland?
6. When was Czechoslovakia annexed by Hitler?
7. Name the two countries that declared war on Germany.

2. Answer each of the following questions in a paragraph

1. How did Mussolini establish a strong Fascist dictatorship in Italy?
2. Why was the Treaty of Versailles considered too harsh for Germany?
3. What was Hitler's main aim? What measures did he undertake to realise it?
4. Why did the League of Nations fail to check the Axis Powers?
5. What is meant by the policy of 'appeasement'? Explain this policy followed by Britain and France with examples.

history

events of world war II

47

The Battle of Stalingrad and the bombing of Hiroshima and Nagasaki are visually depicted.

Links

Related peer lesson titles

1. History - Causes of World War I - Class 10
2. History - Events and Results of World War II. - Class 10

Related part lesson title

1. History - Results of World War II - Class 10

Teaching objectives

- To enable the student to understand the first phase of World War II.
- To enable the student to understand why USA joined the war.
- To enable the student to understand the later phase of the war, when the Axis powers had to surrender.

Learning outcomes

- The student understands the first phase of World War II.
- The student understands why USA joined the war.
- The student understands the later phase of the war, when the Axis powers had to surrender.

Expected previous learning

- The student is familiar with the causes of World War II.

Teaching methodology

The teacher starts the lesson by explaining the role of Hitler and Mussolini in bringing about World War II.

Teaching aids

Maps of Europe, Asia and North America and visuals of various battles.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The student can prepare a file on the other important battles of World War II. like the battles of Stalingrad, El Alamein, Midway and Operation Overlord.
- Make a scrap book containing the weapons used during World War I and World War II.

Reference

- **Web Site**
 - <http://history1900s.about.com/cs/worldwarII>
- **Books**
 - History of Europe - Lipson
 - History of Europe by Ketelbey

Acknowledgement

- **Books**
 - ICSE History and Civics - Class 9 - Xavier Pinto and Myall, Frank Brothers Publications.
 - Indian Civilization, World History and Cives by Tayal and Jacob.
 - Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1**Fill in the blanks using the correct options given below**

1. Battle of Britain _____
2. Bombing of Pearl Harbour _____
3. Surrender of Italy _____
4. Liberation of Paris _____
5. Bombing of Hiroshima _____
(1941, 1945, 1944, 1943, 1940)

Worksheet 2**Tick True or False**

1. The RAF managed to defend England successfully. True / False
2. Italy joined the war when Germany invaded Poland. True / False
3. The German army occupied Russia. True / False
4. Japan's bombing on Pearl Harbour made the USA join the war. True / False
5. The last of the Axis powers to surrender was Germany. True / False

Solution**Worksheet 1****Fill in the blanks using the correct options given below**

1. Battle of Britain 1940
2. Bombing of Pearl Harbour 1941
3. Surrender of Italy 1943
4. Liberation of Paris 1944
5. Bombing of Hiroshima 1945

Worksheet 2**Tick True or False**

1. The RAF managed to defend England successfully. **True**
2. Italy joined the war when Germany invaded Poland. **False**
3. The German army occupied Russia. **False**
4. Japan's bombing on Pearl Harbour made the USA join the war. **True**
5. The last of the Axis powers to surrender was Germany. **False**

Correct answers for the False statements

2. Italy joined the war after Germany defeated France.
3. The German army was defeated by Russia.
5. The last of the Axis power to surrender was Japan.

Frequently asked questions**1. Answer each of the following questions in a sentence**

1. Name the new technique used by the Hitler in World War II? What did it mean?
2. Name the French leader who established a government in exile. What was it called?
3. Why did USA join World War II?
4. Name the three leading statesmen who participated in the Tehran summit.
5. Name the two places in South East Asia, where Japan was victorious.
6. When was Italy defeated?
7. When was the atom bomb dropped on Hiroshima?

2. Answer each of the following questions in a paragraph

1. Give an account of Germany's attack on London. What was the result?
2. When did Italy join the war? Give an account of the battles fought by her.
3. When did Hitler attack USSR?
4. Discuss the events which led to Germany's surrender in 1945.
5. How did the Allied Powers force Japan to surrender?

history

results of world war II

49

The setting up of the UNO and the role of USA in the economic reconstruction in Europe have been explained.

Links

Related peer titles

1. History - World War I - Causes - Class 10
2. History - World War I - Events and Results - Class 10

Related part title

1. History - Events of World War II - Class 10
2. History - Causes of World War II - Class 10
3. History - Result of World War II - Class 10

Teaching objectives

- To enable the student to understand why the UNO was set up.
- To enable the student to understand the economic effects of the war.
- To enable the student to understand the policies adopted by the USA to help in the economic reconstruction of Europe.

Learning outcomes

- The student has a clear idea of: the death and destruction, caused by World War II.
- The student gets a clear idea of the establishment of the UNO.
- The student is aware of the role played by USA in the economic recovery.
- The student is aware of the countries which became independent after the World War.

Expected previous learning

- The students should be familiar with the causes and events of World War II.

Teaching methodology

The teacher could start the lesson by giving a background about the defeat of the Germans by the Allied powers, the bombing of Hiroshima and Nagasaki and the surrender of Japan in August 1945.

Teaching aids

Map of Germany, map of the world and pictures.

Assessment

See worksheets and frequently asked questions.

Extension activity

- The student can prepare a project on the peace keeping missions of the UNO in various parts of the world today.

Reference

- Web Site
 - www.brooklyn_cuny_edu.com
- Books
 - Lexicon Encyclopedia
 - Indian Civilization World History and Civics Class IX - Tayal and Jacob Avinchal Publishers.

Acknowledgement

- Books
 - Textbook of History and Civics - Class 9 - Perin Bagli.
 - History and Civics - Class 9 - Manjistha Bose
 - Social Science Text Book of Karnataka - Class 9
 - Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1**Fill in the blanks using the options given below**

1. World War II resulted in the death of over _____ million soldiers.
2. Germany was partitioned and East Germany was placed under the control of _____.
3. The USA promised economic aid to the countries of Western Europe according to the _____.
4. The weakness of colonial powers like Britain and _____ encouraged independent movements in the colonies.
5. The UNO came into existence on _____, 1945.
(USSR, 24th December, 24th October, USA, Marshall Plan, France, fifty)

Worksheet 2**Tick True or False**

1. Britain and France emerged as super powers after the World War II. True / False
2. Germany was partitioned into East and West Germany. True / False
3. The Nazis were put on trial at London. True / False
4. The UN was an organisation set up for the maintenance of world peace. True / False
5. The Truman Doctrine promised military aid to those countries under Communist threat. True / False

Solution**Worksheet 1****Fill in the blanks using the options given below**

1. World War II resulted in the death of over fifty million soldiers.
2. Germany was partitioned and East Germany was placed under the control of USSR.
3. The USA promised economic aid to the countries of Western Europe according to the Marshall Plan.
4. The weakness of colonial powers like Britain and France encouraged independent movements in the colonies.
5. The UNO came into existence on 24th October, 1945.

Worksheet 2**Tick True or False**

1. Britain and France emerged as super powers after the World War II. **False**
2. Germany was partitioned into East and West Germany. **True**
3. The Nazis were put on trial at London. **False**
4. The UN was an organisation set up for the maintenance of world peace. **True**
5. The Truman Doctrine promised military aid to those countries under Communist threat. **True**

Correct answers for the False statements

1. USA and USSR emerged as super powers after World War II.
3. The Nazis were put on trial at Nuremberg.

Frequently asked questions**1. Answer each of the following questions in a sentence**

1. Name the peace organization which was set up after World War II.
2. Name the two countries which helped Europe in economic reconstruction.
3. Name the organization which was formed to secure economic cooperation among the European countries.
4. Name one country which received American help for its economic reconstruction.
5. Name the two Japanese cities on which the atom bomb was dropped.
6. Name the two super powers that emerged after World War II.
7. Who was the Prime Minister of USSR during World War II?

2. Answer each of the following questions in a paragraph

1. Discuss the fate of Germany after World War II.
2. Give an account of the economic effects of World War II.
3. How did USA help the European countries to overcome the Communist danger and reconstruct their economy.
4. When and why was the UNO set up?

history

power blocs - cold war

51

The military alliances formed are visually depicted.

Links

Related peer lesson titles

1. History - World War I - Class 10
2. History - World War II - Class 10

Teaching objectives

- To enable the student to differentiate between Cold War from a War with Weapons.
- To enable the student to understand the reasons for the formation of military alliances.
- To enable the student to acquire information about the gradual end of the Cold War.

Learning outcomes

- The student explains the emergence of the two power blocs namely the USA and the USSR.
- The student describes the formation of the military alliances.
- The student narrates the role played by Mikhail Gorbachev in ending the Cold War.

Expected previous learning

- The student should know about the results of the Second World War and the formation of the UN.

Teaching methodology

The teacher recapitulates the features of the Yalta Conference and the disagreement between the USA and the USSR with regard to Poland. She/he then uses the multimedia lesson to explain, the rise of the two power blocs and the formation of the military alliances.

Teaching aids

World map and visuals of relevant personalities

Assessment

See worksheets and frequently asked questions.

Extension activity

- The class could conduct a discussion on whether it is right to say the Cold War has ended.

Reference

- **Web Sites**
 - <http://www.americanhistory.si.edu>
 - <http://www.Thehistorychannel.com>
- **Book**
 - Modern World Affairs - Peter King - McMilan Publishers.

Acknowledgements

- **Books**
 - The Story of Civilization, Std. 10 - Arjun Dev - CBSE, NCERT Publications.
 - Indian National Movement World Organisation and Civics, Class 10 - Tayal and Jacob, Avinchal Publishers.
 - Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1**Fill in the blanks using the options given below**

1. NATO
2. USSR
3. SEATO
4. USA
5. CENTO

(Neo-Asian Trade Organisation, North Atlantic Treaty Organisation, Union of Soviet Socialist Republics, United Soviet State of Russia, South East Asian Travel Organisation, South East Asia Treaty Organisation, United States of America, United States of Antarctica, Central Treaty Organisation, Central Economic and National Trade Organisation.)

Worksheet 2**Fill in the blanks using the options given below**

1. After World War II, the two great power blocs were the _____ and the _____.
2. The fierce rivalry that arose between the two blocs in 1947 was known as _____.
3. The politics of the USA and the USSR was known as the _____.
4. Newly independent nations of Asia and Africa did not join the military blocs but instead followed a policy of _____.

(USSR, politics of bipolarity, non-alignment, USA, the Cold War, Central Europe, Germany, China)

Solution**Worksheet 1****Fill in the blanks using the options given below**

1. NATO
2. USSR
3. SEATO
4. USA
5. CENTO

North Atlantic Treaty Organisation
Union of Soviet Socialist Republics
South East Asia Treaty Organisation
United States of America
Central Treaty Organisation

Worksheet 2**Fill in the blanks using the options given below**

1. After World War II, the two great power blocs were the USA and the USSR.
2. The fierce rivalry that arose between the two blocs in 1947 was known as the Cold War.
3. The politics of the USA and the USSR was known as the politics of bipolarity.
4. Newly independent nations of Asia and Africa did not join the military blocs but instead followed a policy of non-alignment.

Frequently asked questions**1. Answer each of the following questions in a sentence**

1. Name the two blocs which were involved in the Cold War.
2. Name the military alliance formed by the Western powers.
3. Name the military alliance formed by the Socialist countries.
4. Name two member countries of SEATO.
5. What was the new name given to the Baghdad Pact?
6. Which nations did not join the two power blocs?
7. Who played the major role in ending the Cold War?

2. Answer each of the following questions in a paragraph

1. Discuss what is meant by the 'Cold War'.
2. What do you understand by the Truman Doctrine and Marshall Plan?
3. Discuss the reasons for the deteriorating relations between the USA and the USSR.
4. How did the military alliances contribute to the Cold War?
5. Discuss the factors that contributed to the ending of the Cold War.

history

national movements in asia

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The history of the struggle for independence of Asian nations has been traced with the aid of facts, maps and visuals.

Links

Related peer lesson titles

1. History - World War II - Class 10
2. History - India- Freedom Struggle - Class 10
3. History - The Cold War - Class 10

Related part lesson titles

1. History - National Movements in Africa - Class 10
2. History - Developments in West Asia - Class 10

Teaching objectives

- To enable the student to understand the extent of colonial rule in Asia.
- To enable the student to comprehend the value of India's independence struggle going beyond our country in spurring independence movements in other Asian Nations.
- To enable the student to comprehend facts about the struggle for independence in Ceylon, Indo-China, Indonesia, Burma and Malaysia.

Learning outcomes

- The student lists the countries in the Asian continent, which went through a long period of strife.
- The student describes how freedom fighters in various countries were united and supported each other in their crusade for freedom.
- The student describes the independence struggle of Ceylon, Burma, Indonesia, Indo-China and Malaysia.

Expected previous learning

- The student is aware of imperialism and colonialism.

Teaching methodology

The teacher starts the lesson by giving a background of the freedom struggle of India and then could use the multimedia lesson to explain the freedom movements in other countries in Asia.

Teaching aids

Visuals and maps relevant to the lesson

Assessment

See worksheets and frequently asked questions.

Extension activity

- The student can be made to choose one of the places (Burma, Malaya, etc.) and do a small project and collage on the particular nation's fight for freedom.

Reference

- **Web Site**
 - www.ku.edu/history/VL
- **Books**
 - Freedom at Midnight - Dominic Lapiere - Harper and Collins.
 - Autobiography of Nelson Mandela - Ngugi Wathiango
 - The World Book Encyclopedia.

history

national movements in asia

Acknowledgements

Books

- The Story of Civilization - Vol II - Class 10 - Arjun Dev - NCERT Publication.
- The World Book Encyclopedia.
- Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1

Fill in the blanks using the options given below

1. Burma became independent on 4th January _____.
2. Ceylon (Sri Lanka) became free in _____ 1948.
3. Dr. Sukarno was one of the pioneers of the freedom movement in _____.
4. The Treaty of Geneva was signed in _____.
5. Malaysia became an independent nation, under the leadership of _____.
(Tunku Abdul Raham, December, 1947, 1948, February, Ho Chi Minh, Indonesia, 1954)

Worksheet 2

Fill in the blanks using the correct options given below

1. The Anti-Fascist People's Freedom League (AFPFL)
2. Independence of Indonesia
3. The rebels of Indo-China finally defeated the French
4. Malaysia became an independent nation
5. Vietnam was reunited
(1947, 1957, 1975, 1944, 1954, 1949, 1940)

Solution

Worksheet 1

Fill in the blanks using the options given below

1. Burma became independent on 4th January 1948.
2. Ceylon (Sri Lanka) became free in February 1948.
3. Dr. Sukarno was one of the pioneers of the freedom movement in Indonesia.
4. The Treaty of Geneva was signed in 1954.
5. Malaysia became an independent nation, under the leadership of Tunku Abdul Raham.

Worksheet 2

Fill in the blanks using the correct options given below

1. The Anti-Fascist People's Freedom League (AFPFL)
2. Independence of Indonesia
3. The rebels of Indo-China finally defeated the French
4. Malaysia became an independent nation
5. Vietnam was reunited.

1944

1949

1954

1957

1975

Frequently asked questions

1. Answer each of the following questions in a sentence

1. What was the main reason for the national awakening in the colonies of Asia?
2. What is the present name of Burma?
3. What were the two main items of production in Ceylon?
4. Who led the movement for freedom in Indonesia?
5. Who was the leader of the national movement in Malaysia?
6. Under which country was Indo-China initially?
7. When did Ceylon achieve her independence?

2. Answer each of the following questions in a paragraph

1. Describe the factors, which led to the national movements in the colonies of Asia.
2. How did Burma get her independence in 1948?
3. What role did Dr. Ho Chi Minh play in achieving the independence of Indo-China?
4. Explain how Indonesia got her freedom from the Dutch?
5. Give an account of the freedom movement of Ceylon?

history

nationalism in africa

The freedom struggle of the colonised countries of Africa is highlighted.

Links

Related peer lesson title

1. History - World War II - Class 10

Related part lesson titles

1. History - Nationalism in Asia - Class 10
2. History - Developments in West Asia - Class 10

Teaching objectives

- To enable the student to know the causes for the growth of nationalism in Africa.
- To enable the student to understand the Freedom Movement in countries like Ghana, Guinea and Egypt.
- To enable the student to understand the policy of apartheid followed in South Africa.

Learning outcomes

- The student explains how the colonies of the European powers in Africa like Ghana, Guinea and South Africa gained freedom.
- The student outlines the causes for the growth of nationalism in Africa.
- The student explains the meaning of apartheid and its effect on the people of Africa.

Expected previous learning

- The student is aware of colonialism and imperialism.

Teaching methodology

The teacher can start the lesson by giving a background of the Europeans' policy of racism in the colonies they had conquered. He/she can also explain the practice of apartheid. He/she continues the lesson by explaining how with the end of the World War II the power of the European countries declined and the African countries were encouraged to fight for their independence.

Teaching aids

Map of Africa under European rule, Map of Africa showing independent countries, and visuals of Nelson Mandela, F.W. De Klerk.

Assessment

See worksheets and frequently asked questions.

Extension activity

- The student can be asked to do a project on the life of Nelson Mandela and F.W. De Klerk and their role in bringing apartheid to an end in South Africa.

Reference

- **Web Site**
 - <http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/13chapter4.html>
- **Books**
 - Autobiography of Kwame Nkrumah.
 - Autobiography of Nelson Mandela - Ngugi Wathiango.

Acknowledgement

- **Books**
 - "The Story of Civilization"-Vol 2, Arjun Dev - NCERT Publication
 - Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

history

nationalism in africa

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Worksheet 1

Fill in the blanks by using the correct option given below

1. Zaglul Pasha _____
2. Nelson Mandela _____
3. Guinea gained independence _____
4. Kwame Nkrumah _____
5. The African Year _____
(active nationalist of the freedom movement in South Africa, founder and leader of the 'Convention People's Party, First Prime Minister of Egypt, 1958, 1960)

Worksheet 2

Tick True or False

1. The Europeans considered the people of the colonies inferior to themselves. True / False
2. Most of the colonies gained their independence before the end of World War II. True / False
3. Guinea achieved her independence from England. True / False
4. Lt. Col. Abdul Nasser declared Egypt a monarchy. True / False
5. The UNO condemned the policy of apartheid followed in South Africa. True / False

Solution

Worksheet 1

Fill in the blanks by using the correct option given below

1. Zaglul Pasha First Prime Minister of Egypt.
2. Nelson Mandela active nationalist of the freedom movement in South Africa.
3. Guinea gained independence 1958
4. Kwame Nkrumah founder and leader of the Convention People's Party.
5. The African Year 1960

Worksheet 2

Tick True or False

1. The Europeans considered the people of the colonies inferior to themselves. **True**
2. Most of the colonies gained their independence before the end of World War II. **False**
3. Guinea achieved her independence from England. **False**
4. Lt. Col. Abdul Nasser declared Egypt a monarchy. **False**
5. The UNO condemned the policy of apartheid followed in South Africa. **True**

Correct answers for the False statements

2. Most of the colonies gained their independence after World War II.
3. Guinea achieved her independence from France.
4. Lt. Col. Abdul Nasser declared Egypt a republic.

Frequently asked questions

1. Answer each of the following questions in a sentence

1. What name did the British give to the Kingdom of Ghana?
2. Which European country had colonised Guinea? When did Guinea become a republic?
3. Which year is regarded as the African Year and why?
4. Name any two countries which became independent between 1961 and 1964?
5. Who championed the cause of Arab Nationalism? How did he come to power?
6. Who was the first President of Egypt?
7. Who was the leader of the African National Congress?

2. Answer each of the following questions in a paragraph

1. Discuss the causes for the growth of nationalism in Africa?
2. How did Ghana become an independent country?
3. Give an account of the policy of apartheid followed in South Africa. How were the rights of the coloured recognised there?
4. How did Egypt become independent?
5. Discuss the impact of African nationalism.

history

developments in west asia

The creation of the State of Israel is explained.

Links

Related part lesson titles

1. History - Nationalism in Asia - Class 10
2. History - Nationalism in Africa - Class 10

Related peer lesson title

1. Power Blocs - Cold War

Teaching objectives

- To enable the student to locate the countries of the Middle East.
- To enable the student to discuss the creation of Israel and the rejection of this state by the Arabs.
- To enable the student to discuss the formation of PLO.
- To enable the student to recognise the various reasons for the Iran-Iraq war.
- To enable the student to comprehend the reasons for the invasion of Kuwait.

Learning outcomes

- The student lists the countries of the Middle East.
- The student describes the reasons that led to the creation of Israel.
- The student explains the formation of PLO.
- The student narrates the reasons for the Iran-Iraq war.
- The student analyses the reasons for the invasion of Kuwait by Iraq.

Expected previous learning

- The student is aware of the results of the Second World War and the decline of the European powers.

Teaching methodology

The teacher could recapitulate how the countries in Asia achieved their independence and how this encouraged the countries in Africa to fight for their freedom. The multimedia lesson could be used to explain the creation of Iraq, the formation of the PLO, the border dispute between Iraq and Iran and the reasons for the invasion of Kuwait.

Teaching aids

Map of the countries in the Middle East, the Kuwait War and pictures of various personalities related to the Iran-Iraq war.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The student could be asked to do a project on the on-going struggle between Israel and Palestine today.
- The student could be asked to compare the struggle between Israel and Palestine with that of India and Pakistan.

Reference

- **Web Sites**
 - www.askjeeves.com
 - www.nationalgeographic.com
 - www.Britannica.com
- **Book**
 - World Book Encyclopaedia - Vol.H

history

developments in west asia

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Acknowledgement

• Web Sites

- <http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/13chapter4.shtml>
- <http://www.nationalgeographic.com/eye/refugees/effect.html>

• Books

- Lessons Learned - Iran-Iraq War - MARINE CORPS HISTORICAL PUBLICATION - FMFRP 3-203 - 10 December 1990
- Iran and Iraq: A Prediction for Future Conflict Francis V. Xavier
- IRAQ - A Country-Study
- IRAN - A Country Study
- Social Science - Part I - History and Civics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1

Tick True or False

1. Britain decided to hand over Palestine to the USA. True / False
2. The state of Israel was created in 1949, on the recommendation of the United Nations. True / False
3. The Palestine Liberation Organization (PLO) was formed in 1964. True / False
4. The UN Security Council recognised the annexation of Kuwait by Iraq. True / False
5. One reason for the Iran-Iraq war which broke out in 1980, was a boundary dispute. True / False

Worksheet 2

Fill in the blanks using the options given below

1. The Iran-Iraq war lasted nearly _____ years.
(eight, seven, six)
2. The Prime Minister of Israel was _____.
(Yasser Arafat, Saddam Hussein, Yitzhak Rabin)
3. In _____, Israel joined Britain and France in invading Egypt.
(1955, 1956, 1957)
4. The chairman of PLO is _____.
(Saddam Hussein, Yitzhak Rabin, Yasser Arafat)
5. The creation of _____ became a source of tension in West Asia.
(Israel, Palestine, Jordan)

Solution

Worksheet 1

Tick True or False

1. Britain decided to hand over Palestine to the USA. **False**
2. The state of Israel was created in 1949, on the recommendation of the United Nations. **False**
3. The PLO is a member of the Non-Aligned Movement. **True**
4. The UN Security Council recognised the annexation of Kuwait by Iraq. **False**
5. One reason for the Iran-Iraq war which broke out in 1980 was a boundary dispute. **True**

Correct answers for the False statements

1. Britain decided to hand over Palestine to UN.
2. The state of Israel was created in 1948 on the recommendation of the United Nations.
4. The UN Security Council condemned the annexation of Kuwait and asked Iraq to withdraw her forces from Kuwait.

Worksheet 2

Fill in the blanks using the options given below

1. The Iran-Iraq war lasted nearly eight years.
2. The Prime Minister of Israel was Yitzhak Rabin.
3. In 1956, Israel joined Britain and France in invading Egypt.
4. The chairman of PLO is Yasser Arafat.
5. The creation of Israel became a source of tension in West Asia.

history

developments in west asia

Frequently asked questions

1. Answer each of the following questions in a sentence

1. What is the region between Egypt and Iran known as?
2. When was Israel created?
3. What is PLO? Who is its chairman?
4. Name the allies who were responsible for the defeat of Iraq in the Gulf War.
5. Give the full form of OPEC.
6. When did Iraq withdraw her forces from Kuwait?
7. Who was the Prime Minister of Israel in 1993?

2. Answer each of the following questions in a paragraph

1. Name the leaders who signed the accord of 1993. Explain the terms of the accord.
2. What was the cause for the Iran-Iraq war and what was the result?
3. Who was the president of Iraq responsible for the annexation of Kuwait? Give the reasons for the annexation of Kuwait by Iraq.
4. What was the reaction of the Arab Nations to the creation of Israel?
5. Name the countries that are generally referred to as Middle East or West Asia.

geography

land resources

The main features and uses of land resources are discussed in detail.

Links

Related peer lesson title

1. Economics - Economic Resources of India - Class 10

Related part lesson titles

1. Geography - Resources of India - Class 10.
2. Geography - Damodar Valley, Kosi and Hirakud Projects - Class 10.
3. Geography - Tungabhadra, Nagarjuna Sagar and Chambal Projects - Class 10.
4. Geography - Irrigation, Power Projects and Fisheries - Class 10.
5. Geography - Soil Resources - Class 10.
6. Geography - Human Resources - Class 10.

Teaching objectives

- To enable the student to appreciate natural resources, especially land resources.
- To enable the student to learn different uses of land.
- To enable the student to understand the uses of forests.
- To enable the student to learn about soil erosion and conservation.
- To enable the student to define afforestation and deforestation.

Learning outcomes

- The student lists different uses of land.
- The student distinguishes between cultivable and uncultivated land.
- The student describes the importance and distribution of forests.
- The student defines afforestation and deforestation.
- The student explains soil erosion and soil conservation.

Expected previous learning

- The student is aware of how man exploits his surroundings for his living.

Teaching methodology

The teacher can ask students to list various uses of land. The multimedia lesson can be shown with the help of visuals. The students can be asked to observe the main features of each tree found in India. The lesson is presented in small units in different frames.

Teaching aids

Relevant pictures showing various ways by which the land is put to use.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The class could make a collage of pictures showing various ways the land is made use of within the outline map of India.
- The class could write slogans to encourage afforestation.
- The class could make a scrap book with pictures of different trees.

Reference

- Web Sites
 - http://forests.org/links/Forest_Types/
 - <http://www.krishniworld.com/>

geography

land resources

CD-ROM

- Geography 5,6,7 - Schoolnet India Pvt. Ltd.

Books

- World Book Encyclopedia - Vol I
- Commercial Geography

Acknowledgement

Books

Social Science - Part II - Geography and Economics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1

State True or False

1. Land has same capacity everywhere. True / False
2. Forests are found in hilly regions. True / False
3. Forests are cleared for industrial townships and new agricultural areas. True / False
4. Fallow land is land temporarily not under cultivation. True / False
5. Deforestation enriches top soil. True / False

Worksheet 2

Match the following with the correct answers

1. Land not used due to lack of water
2. Percentage of land under cultivation
3. Deforestation
4. Afforestation
5. Loss of top soil

(grazing land, growing more trees, barren land, net sown area, 85%, destroying wild life, soil erosion, cutting down trees)

Solution

Worksheet 1

State True or False

1. Land has same capacity everywhere. **False**
2. Forests are found in hilly regions. **True**
3. Forests are cleared for industrial townships and new agricultural areas. **True**
4. Fallow land is land temporarily not under cultivation. **True**
5. Deforestation enriches top soil. **False**

Correct answers for the False statements

1. The capacity of land differs from place to place.
5. Deforestation results in loss of top soil.

Worksheet 2

Match the following with the correct answers

1. Land not used due to lack of water
2. Percentage of land under cultivation
3. Deforestation
4. Afforestation
5. Loss of top soil

barren land
net sown area
cutting down trees
growing more trees
soil erosion

Frequently asked questions

1. Answer each of the following questions in a sentence

1. List three ways in which land is put to use by man.
2. What is barren land?
3. What is fallow land?
4. What type of land is suitable for cultivation?
5. What is fallow land?
6. How are forests distributed in India?
7. List three uses of forests.

2. Answer each of the following questions in a paragraph

1. Write a short note on distribution of forests of India.
2. Write a short note on uses of forests.
3. Differentiate between soil erosion and soil conservation.
4. Differentiate between afforestation and deforestation.
5. 'We should protect and care for our forests'. Write a few lines supporting this statement.

geography

soil resources

Types of soil, their origin and content, crops grown and distribution of soil in India have been highlighted in this lesson

Links

Related peer lesson title

1. Economics - Economic Resources of India - Class 9

Related part lesson titles

1. Geography - Resources of India - Class 10
2. Geography - Damodar Valley, Kosi and Hirakud Projects - Class 10
3. Geography - Tungabhadra, Nagarjunasagar and Chambal Projects - Class 10
4. Geography - Irrigation and Power Projects and Fisheries - Class 10
5. Geography - Land Resources - Class 10
6. Geography - Human Resources - Class 10

Teaching objectives

- To enable the student to become aware of different types of soil in India.
- To enable the student to become aware of the regions where the soils are present and the important crops grown on each.
- To enable the student to become aware of causes of soil erosion and ways of preventing it.

Learning outcomes

- The student discusses about soil distribution on an outline map of India.
- The student discusses how each type of soil is formed.
- The student lists the crops grown in each type of soil.
- The student discusses the importance of soil conservation and the various ways by which the soil gets eroded.

Expected previous learning

- The student is aware of the various land resources available in India.

Teaching methodology

The teacher gives few samples of soil to the students and asks them to write about their observations. They feel the texture, see the colour and get to know the physical properties of the soil. From this point, the teacher develops the lesson on soil resources. It is presented in small units to sustain the interest of the user.

Teaching aids

Samples of soil, India map showing the soil distribution.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The student could be asked to collect samples of different types of soil.
- The student could be asked to show soil distribution on an outline map of India.

Reference

- Web Site
 - <http://emuseum.mnsu.edu/prehistory/india/indus/geography.html>
- CD-ROM
 - Geography 7, 8, 9 by Schoolnet India Ltd.

geography

soil resources

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Books

- Geography of India - Class 10 (NCERT)
- World Book Encyclopedia - Vol.S.

Acknowledgement

Book

- Social Science - Part II - Geography and Economics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1

Tick on the correct option

1. The most extensively found soil is the _____. alluvial soil / red soil
2. Soil formed by disintegration of lava is _____. black soil / red soil
3. More humus is present in the _____. red soil / mountain soil
4. Soil rich in iron content is _____. red soil / alluvial soil

Worksheet 2

Fill in the blanks using the options given below

1. Desert soil is found extensively in _____.
2. Alluvial soil is found in _____ and _____.
3. The peninsular region is rich in _____.
4. Leaching forms _____.
5. In the arid regions _____ erosion is common.
(red soil, wind, Bihar, Uttarpradesh, laterite soil, Rajasthan, water)

Worksheet 3

Match the columns

Column A

Formed due to disintegration of metamorphic rock.
Best suited for cotton cultivation.
Assam.
Second most extensively found soil.
Soil formed due to decay of plants and animal matter.

Column B

Mountain soil
Laterite soil
Red soil
Regur soil
Red soil

Solutions

Worksheet 1

Tick on the correct option

1. The most extensively found soil is the alluvial soil.
2. Soil formed by disintegration of lava is black soil.
3. More humus is present in the mountain soil.
4. Soil rich in iron content is red soil.

Worksheet 2

Fill in the blanks using the options given below

1. Desert soil is found extensively in Rajasthan.
2. Alluvial soil is found in Uttar Pradesh and Bihar.
3. The peninsular region is rich in red soil.
4. Leaching forms laterite.
5. In the arid regions wind erosion is common.

geography

soil resources

Worksheet 3

Match the columns

Column A

Formed due to disintegration of metamorphic rock.
Best suited for cotton cultivation.
Assam.
Second most extensively found soil.
Soil formed due to decay of plants and animal matter.

Column B

Red soil
Regur soil
Laterite soil
Red soil
Mountain soil

Frequently asked questions

1. Answer each of the following questions in a sentence

1. Where is soil found?
2. Name six types of soil in India.
3. Name the soil formed by river(silt) deposits.
4. What is leaching?
5. Name a soil that is leached.
6. Why are mountain soils rich in humus?
7. What is soil erosion?
8. What is contour ploughing or terraced farming?
9. What are shelter belts?
10. What happens to the soil when cattle are allowed to graze in forest lands?

2. Answer each of the following questions in a paragraph

1. Write a paragraph on the importance of soil for all creatures.
2. On what factors do differences in soil depend?
3. Explain how removal of vegetative covering gives rise to soil erosion.
4. Describe crop rotation.
5. Give a list of the methods followed for soil conservation.

geography

human resources

The importance of improving the quality of human life to bring about economic development in India is highlighted.

Links

Related part lesson titles

1. Geography - Mineral and Power Resources of India - Class 10
2. Geography - Damodar Valley, Kosi and Hirakud Projects - Class 10
3. Geography - Tungabhadra, Nagarjunasagar and Chambal Projects - Class 10
4. Geography - Irrigation and Power Projects and Fisheries - Class 10
5. Geography - Land Resources - Class 10
6. Geography - Soil Resources - Class 10

Teaching objectives

- To enable the student to comprehend the essence and importance of human resources.
- To enable the student to comprehend the importance of human resource development.
- To enable the student to evaluate linguistic and cultural diversities of a given region.

Learning outcomes

- The student explains the essence and the importance of human resources.
- The student relates the importance of human resource development and the vital role played by the government with regard to this.
- The student compares the linguistic and cultural diversities of a given region.

Expected previous learning

- The student is aware of the different resources available in India.

Teaching methodology

The teacher brings to the mind of the student the varied potential in a human being by showing pictures of skilled artisans, teachers, engineers, doctors, scientists, tradesman, sculptors, priests, and social workers. With this the teacher defines 'human resources'. The multimedia lesson can then be started. The teacher can initiate discussions on how the quality of human life can be improved.

Note: In the screen 'Cultural Composition' - the popup 'Languages', the mouse over of the languages listed show the respective states where they are mainly spoken.

Teaching aids

Pictures of skilled artisans, teachers, engineers, doctors, scientists, tradesmen, sculptors, priests, social workers, pictures of government-aided programmes, worksheets.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The class could be asked to make a list of various professions related to technology and science.
- The class could be asked to make a list of various professions related to the field of arts.
- The class could be asked to make a list of various small businesses.
- The class could be asked to identify various causes that are responsible for the under-development of human resource in India.
- The class could be asked to conduct a debate on the negative influences of superstition on the quality of human life.
- The class could be asked to invite a Human Resource Development expert to school to organize a seminar or to conduct a related activity for career guidance.

geography

human resources

Reference

- **Web Site**
 - www.doi.gov.np/doi/ID7/2/
- **Book**
 - World Book Encyclopaedia - Vol.H

Acknowledgement

- **Book**
 - Social Science - Part II - Geography and Economics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1

Fill in the blanks using the options given below

1. The _____ are the greatest resources of a country.
2. It is very important to control _____ for the development of human resources.
3. The three important races of India are the _____, _____ and _____.
4. Some Indian languages have their origin in _____.
5. The process of increasing the knowledge, skills and _____ of people is known as Human Resource Development.
(People, Aryan, Mongoloid, Human Resource Development, Population, Dravidian, Sanskrit Negroid, English)

Worksheet 2

Tick on the correct option

1. The [human / natural] resources are under-utilised because of poverty, illiteracy, unemployment and ill-health.
2. To improve the [quantity / quality] of the people, the Government has to supply basic health care, education, training in skills, work ethics and character building..
3. The [quantity / quality] of the people is measured by the economic and technological development.
4. The population of India is [growing / declining] rapidly.
5. There are [seven / five] departments in the ministry of HRD.

Solution

Worksheet 1

Fill in the blanks using the options given below

1. The people are the greatest resources of a country.
2. It is very important to control population for the development of human resources.
3. The three important races of India are the Aryan, Dravidian and Mongoloid.
4. Some Indian languages have their origin in Sanskrit.
5. The process of increasing the knowledge, skills and capabilities of people is known as Human Resource Development.

Worksheet 2

Tick on the correct option

1. The [human] resources are under-utilised because of poverty, illiteracy, unemployment and ill- health.
2. To improve the [quality] of the people, the Government has to supply basic health care, education, training in skills, work ethics and character building.
3. The [quality] of the people is measured by the economic and technological development.
4. The population of India is [growing] rapidly.
5. There are [five] departments in the ministry of HRD.

Frequently asked questions

1. Answer each of the following questions in a sentence

1. Name three traditional skills.
2. State the importance of human resources.
3. Name the three races that make up the population of India.
4. Name any five major languages spoken in India.
5. Name any five major religions followed in India.
6. Why do we call India a secular country?
7. Name the five departments of the ministry of HRD.
8. Name the state that has the densest population.
9. Name the city that has the densest population.

2. Answer each of the following questions in a paragraph

1. Write a note on the cultural composition of India.
2. What steps have been taken by the Government to develop Human Resources?
3. With the help of examples, explain the concept of 'Unity in Diversity' in India.
4. How is the quality of people measured?

geography

mineral and power resources of india

This lesson locates and describes the mineral and power resources of India.

Links

Related part lesson titles

1. Geography - Damodar Valley, Kosi and Hirakud Projects - Class 10
2. Geography - Tungabhadra, Nagarjunasagar and Chambal Projects - Class 10
3. Geography - Irrigation, Power Projects and Fisheries - Class 10
4. Geography - Land Resources - Class 10
5. Geography - Soil Resources - Class 10
6. Geography - Human Resources - Class 10

Teaching objectives

- To enable the student to understand the mineral and power resources of India.
- To enable the student to identify the states where the mineral and power resources of India can be found.

Learning outcomes

- The student identifies the mineral and power resources of India.
- The student names and locates the mineral and power resources on the map of India.

Expected previous learning

- The student is aware that minerals are substances got from mines.
- The student is aware that some minerals are fuels while others are raw materials for industry.
- The student is aware of the states of India.

Teaching methodology

The teacher can start the lesson by asking the students the main sources of electricity which lights a bulb. She/he can also ask them what they think aeroplanes, utensils and pipes are made of. The teacher can then start the multimedia lesson to explain and locate the mineral and power resources of India. Extension activities can then be suggested.

Teaching aids

Wall map of India, pictures of the different dams, pictures of canals, a metal pipe and any utensil.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The student could be asked to make a working model of a hydroelectric project.
- The student could be asked to make a model of a small solar water heater using mirrors and cardboard.

Reference

- **Web Site**
 - www.doi.gov.np/doi/ID7/2/
- **Book**
 - Oxford School Atlas, 30th edition, OUP, 2000

Acknowledgement

- **Web Sites**
 - www.projectsmonitor.com/detailnews.asp?newsid=3601
 - uk.geocities.com/kantibit/hirakud.htm

geography

mineral and power resources of india

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Worksheet 1

Tick on the correct option

1. Hydel power means electricity got from: falling water, boiling water, coal
2. Aluminium is obtained from: Bauxite, Iron, Copper
3. India's first nuclear plant was set up at: Indore, Mumbai, Tarapur

Worksheet 2

Fill in the blanks using the options given below

1. The types of iron ore found in India are _____ ore and _____ ore.
2. Iron ore is mixed with _____ to produce steel.
3. Bauxite is found in the laterite rocks of peninsular India and _____.
4. India has a monopoly over _____ as it produces 80 to 90% of the mineral.
5. The first hydro-electric power station was constructed on the Kaveri in 1902, at _____ in Karnataka.
6. India's first nuclear power plant was set up in _____, in Maharastra.
(Meghalaya, Manganese, Hematite, Sivasamudram, Tarapur, Gold, Magnetite, Mica)

Solution

Worksheet 1

Tick on the correct option

1. Hydel power means electricity got from falling water
2. Aluminium is obtained from Bauxite.
3. India's first nuclear plant was set up at Tarapur.

Worksheet 2

Fill in the blanks using the options given below

1. The types of iron ore found in India are hematite ore and magnetite ore.
2. Iron ore is mixed with manganese to produce steel.
3. Bauxite is found in the laterite rocks of peninsular India and Meghalaya.
4. India has a monopoly over Mica as it produces 80 to 90% of the mineral.
5. The first hydro-electric power station was constructed on the Kaveri in 1902 at Sivasamudram in Karnataka.
6. India's first nuclear power plant was set up in Tarapur, in Maharastra.

Frequently asked questions

1. Answer each of the following questions in a sentence

1. Name the two types of iron ore.
2. Where was India's first hydro-electric power station installed?
3. Where was India's first nuclear station set up?
4. Which mineral is aluminium obtained from?
5. How is nuclear energy obtained?
6. What percentage of the world's mica does India produce?
7. Define power?
8. Where does most of India's petroleum and natural gas come from?
9. What is meant by hydel power?
10. Name three non-conventional energy sources.

2. Answer each of the following questions in a paragraph

1. Name the different mineral resources found in India.
2. Name the different power resources found in India.
3. Name the non-conventional energy sources and the areas where they are found in India.
4. What are the different uses of copper?
5. Name the minerals found in India with any two places where they are found in the country.

geography

irrigation, power projects and fisheries

Importance of irrigation, types of irrigation, aims of multi-purpose projects and development of fisheries in India are highlighted.

Links

Related peer lesson title

1. Geography - Resources of India - Class 10

Related part lesson titles

1. Geography - Damodar Valley, Kosi and Hirakud Projects - Class 10.
2. Geography - Tungabhadra, Nagarjuna Sagar and Chambal Projects - Class 10.
3. Geography - Soil Resources - Class 10.
4. Geography - Human Resources - Class 10.

Teaching objectives

- To enable the student to understand the meaning and importance of irrigation.
- To enable the student to describe various types of irrigation in India.
- To enable the student to understand the importance of various multi-purpose projects.
- To enable the student to understand the development of fisheries in India.

Learning outcomes

- The student defines the meaning and importance of irrigation.
- The student enumerates various types of irrigation in India.
- The student lists uses of multi-purpose projects.
- The student explains the development of fisheries in India.

Expected previous learning

- The student is aware of the necessity of water for agriculture.

Teaching methodology

Pictures of wells, canals, tanks and borewells (tubewells) could be flashed on the display board and the students could be asked to name these and list their uses. The meaning of the word 'IRRIGATION' could be elicited by the teacher. The teacher could then use the multimedia lesson.

Teaching aids

Pictures of various types of irrigation such as canals, wells, tubewells and tanks.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The student could locate various multi-purpose projects on a map of India.
- The student could visit a factory where fish is processed and canned for export.

Reference

- **Web Sites**
 - <http://molbio.nmsu.edu:81/hort100/irrigation.html>
 - <http://ifpkochi.nic.in/>
- **CD-ROMs**
 - Geography -5, 6, 7 - Schoolnet India Ltd.

Books

- World - Book - Encyclopedia - Vol I.
- All illustrated Dictionary of Geography - R.O. Buchanam.
- Std 10 Text book (Karnataka State Board).

Acknowledgement

Book

- Social Science - Part II - Geography and Economics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1

Tick on True or False

1. India depends on irrigation as the monsoons are unreliable and unpredictable. True / False
2. Surface wells are preferred to tube wells. True / False
3. Multi-purpose projects cause deforestation. True / False
4. Dumping of industrial wastes into rivers pollutes them. True / False
5. Pisciculture is the artificial method of rearing fish. True / False

Worksheet 2

Fill in the blanks using the options given below

1. Multi-purpose projects are dams built across _____.
2. The fisheries department use multipurpose project sites for _____.
3. Wells that provide water for irrigation throughout the year are called _____.
4. Peninsular India had good breeding grounds for fish because of _____.
5. An important use of water is in _____.
(warm ocean water, oceans, tube wells, fish export, industries, rivers, irrigation, fish rearing)

Solutions

Worksheet 1

Tick on True or False

1. India depends on irrigation as the monsoons are not reliable and unpredictable. **True**
2. Surface wells are preferred to tube wells. **False**
3. Multi-purpose projects cause deforestation. **False**
4. Dumping of industrial wastes into rivers pollutes them. **True**
5. Pisciculture is the artificial method of rearing fish. **True**

Correct answers for the False statements

2. Tube wells are preferred as they supply water throughout the year.
3. Multi-purpose projects help in afforestation.

Worksheet 2

Fill in the blanks using the options given below

1. Multi-purpose projects are dams built across rivers.
2. The fisheries department use multipurpose project sites for fish rearing.
3. Wells that provide water for irrigation throughout the year are tube wells.
4. Peninsular India had good breeding grounds for fish because of warm ocean waters.
5. An important use of water is in industries.

geography

irrigation, power projects and fisheries

Frequently asked questions

1. Answer each of the following questions in a sentence

1. What do you understand by irrigation?
2. What are the different types of irrigation?
3. Name the places where well irrigation is carried out.
4. What are tanks?
5. What are lined and unlined wells?
6. List different types of canals.
7. What are perennial canals?

2. Answer each of the following questions in a paragraph

1. List the advantages and disadvantages of Tank irrigation?
2. Write a note on the development of Fisheries in India?
3. What is the difference between inundation canals and perennial canals?
4. What are the various purposes served by multi-purpose projects?
5. What are the disadvantages of well irrigation?
6. How do multi-purpose projects help in controlling floods?

geography

damodar valley, kosi and hirakud projects

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The objectives of the Damodar Valley, Kosi and Hirakud projects are explained with interactivity.

Links

Related part lesson titles

1. Geography - Tungabhadra, Nagarjunasagar and Chambal Projects - Class 10
2. Geography - Mineral and Power Resources of India - Class 10
3. Geography - Irrigation, Power Projects and Fisheries - Class 10
4. Geography - Land Resources - Class 10
5. Geography - Soil Resources - Class 10
6. Geography - Human Resources - Class 10

Teaching objectives

- To enable the student to comprehend the objectives of a multipurpose project.
- To enable the student to comprehend the location of the Damodar Valley, Kosi and Hirakud Projects on their rivers.
- To enable the student to comprehend the purpose of the the Kosi, Hirakud and Damodar valley project.

Learning outcomes

- The student explains the objectives of a multipurpose project.
- The student locates the Damodar Valley, Kosi and Hirakud Projects on the corresponding rivers.
- The student explains the purpose of the Damodar Valley, Kosi, and Hirakud Projects.

Expected previous learning

- The student is aware of the the rivers of the Indian subcontinent on a map.

Teaching methodology

The teacher starts the lesson by asking the class where electricity is got from. On a map she/ he points to the dams on the Mahanadi, Kosi and Damodar rivers. The multimedia lesson is then started. Extension activities can then be suggested.

Teaching aids

Wall map of India, pictures of different dams, pictures of canals.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The student could make a model of a hydroelectric project.
- The student could make a model a model of a river system from the source to the mouth.

Reference

- Web Site
 - [alfa.nic.in/rb/rday/r1955\(2\).htm](http://alfa.nic.in/rb/rday/r1955(2).htm)
- Book
 - Oxford School Atlas, 30th edition, OUP, 2000

Acknowledgement

- Book
 - Social Science - Part II - Geography and Economics - Class 10 - Government of Karnataka, Directorate of Text Books.

geography

damodar valley, kosi and hirakud projects

Worksheet 1

Fill in the blanks using the options given below

1. Longest dam in India _____.
2. The sorrow of Bihar _____.
3. India's first multipurpose project _____.
4. Sorrow of Bengal _____.

(Damodar Valley Project, River Ganga, River Kaveri, River Damodar, Hirakud dam, River Kosi)

Worksheet 2

Label the diagram with the options given below



1. _____
2. _____
3. _____

Nagarjunasagar Project
Kosi project
Hirakud Project
Damodar Valley Project

Worksheet 3

Fill in the blanks using the options given below

1. This project is a joint venture of the governments of Bihar and West Bengal. _____
2. This dam in Bihar was built with the co-operation of the Nepal Government. _____
3. This dam has been built on the river Mahanadi in Orrisa. _____
4. This dam was constructed to control the devastation caused by the floods. _____

(Chambal River, Bihar, Damodar Valley Project, Kosi Project, Nepal Hirakud Project)

Solution

Worksheet 1

Fill in the blanks using the options given below

1. Longest dam in India Hirakud dam
2. The sorrow of Bihar River Kosi
3. India's first multipurpose project Damodar Valley Project
4. Sorrow of Bengal River Damodar

Worksheet 2

Label the diagram with the options given below

1. Kosi Project
2. Damodar Valley Project
3. Hirakud Project

Worksheet 3

Fill in the blanks using the options given below:

1. This project is a joint venture of the governments of Bihar and West Bengal. Damodar Valley Project
2. This dam in Bihar was built with the co-operation of the Nepal Government. Kosi Project
3. This dam has been built on the river Mahanadi in Orrisa. Hirakud Project
4. This dam was constructed to control the devastation caused by the floods. Kosi Project

geography

damodar valley, kosi and hirakud projects

Frequently asked questions

1. Answer each of the following questions in a sentence.

1. What are the different kinds of water resources?
2. Why is water scarce in summer in South India?
3. Name four dams of the Damodar Valley Project.
4. On which river is the Damodar Valley project built?
5. Which states are benefitted by the Damodar Valley Project?
6. Who shares the benefits of the Kosi River project?
7. Which river was called the "Sorrow of Bihar"?
8. On which river is the Hirakud Project constructed?
9. Name the longest dam in the world which was completed in 1956.
10. Name the foreign country involved in the construction of the Kosi Project.

2. Answer each of the following questions in a paragraph.

1. What are the uses of multipurpose projects?
2. Explain why the Damodar Valley has earned the name of 'the Ruhr of India'.
3. Give details of the Damodar Valley Project.
4. What are the benefits of the Kosi River Project?
5. Give details of the Hirakud Project.

geography

tungabhadra, nagarjunasagar and chambal projects

The objectives of the Tungabhadra, Nagarjunasagar and Chambal Projects have been explained with interactivity.

Links

Related part-lesson titles

1. Geography - Damodar Valley, Kosi and Hirakud Projects - Class 10
2. Geography - Mineral and Power Resources of India - Class 10
3. Geography - Irrigation, Power Projects and Fisheries - Class 10
4. Geography - Land Resources - Class 10
5. Geography - Soil Resources - Class 10
6. Geography - Human Resources - Class 10

Teaching objectives

- To enable the student to comprehend the location of the Tungabhadra, Nagarjunasagar and Chambal Projects on the corresponding rivers.
- To enable the student to comprehend the purposes of the Tungabhadra, Nagarjunasagar and Chambal Projects.

Learning outcomes

- The student locates the Tungabhadra, Nagarjunasagar and Chambal Projects on the corresponding rivers.
- The student explains the purpose of the Tungabhadra, Nagarjunasagar and Chambal projects.

Expected previous learning

- The student is aware of important places on the map of India.
- The student can locate the important rivers in India.
- The student can recall the aims of a multi-purpose projects.

Teaching methodology

The teacher starts the lesson by recalling the uses of multi-purpose projects. She/ he can ask the students to locate the rivers of India on a wall map of India. The multimedia lesson is then started. Extension activities can then be suggested.

Teaching aids

Wall map showing rivers of India, Pictures of Tungabhadra, Nagarjunasagar and Chambal multi-purpose projects.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The students could make a working model of a dam.
- The students could do a survey to find out the source of water and electricity in their city.

Reference

- Web Site
 - <http://ifpkochi.nic.in/>
- Book
 - Oxford School Atlas, 30th edition, OUP, 2000.

Acknowledgement

- Book
 - Social Science - Part II - Geography and Economics - Class 10 - Government of Karnataka, Directorate of Text Books.

geography

tungabhadra, nagarjunasagar and chambal projects

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Worksheet 1

Fill in the blanks using the options given below

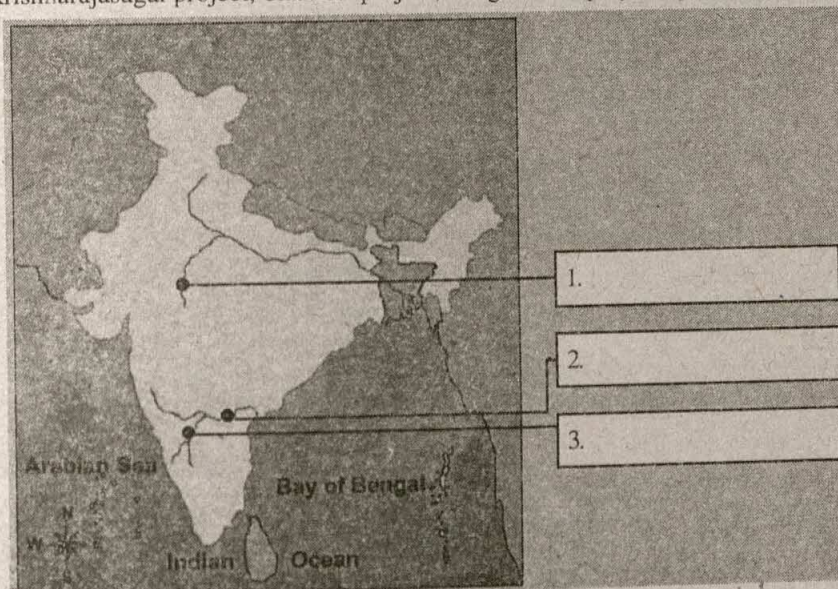
1. The Tungabhadra dam is constructed across the River Tungabhadra near _____ in Karnataka.
2. The Tungabhadra dam is a joint project of the Governments of _____ and Andhra Pradesh.
3. The _____ dam has been constructed across the river Krishna.
4. The Government of Andhra Pradesh has constructed the Nagarjunasagar dam near _____ village.
5. The Chambal project constructed across the River Chambal supplies water for irrigation to the states of _____ and Madhya Pradesh.

(Tilaya, Rajasthan, Nagarjunasagar, Nandikonda, Hospet, Karnataka)

Worksheet 2

Label the diagram with the options given below

(Krishnarajasagar project, Chambal project, Tungabhadra project, Nagarjunasagar project)



Worksheet 3

Fill in the blanks using the options given below

1. A joint venture of the governments of Karnataka and Andhra Pradesh. _____
2. Provides water to the semi-arid regions of Karnataka and Andhra Pradesh. _____
3. Provides irrigation facilities to the states of Rajasthan and Madhya Pradesh. _____
4. The multi-purpose project on the river Krishna. _____

(Nagarjunasagar project, Tungabhadra project, Krishnarajasagar project, Chambal project)

Solution

Worksheet 1

Fill in the blanks using the options given below

1. The Tungabhadra dam is constructed across the River Tungabhadra near Hospet in Karnataka.
2. The Tungabhadra dam is a joint project of the Governments of Karnataka and Andhra Pradesh.
3. The Nagarjunasagar dam has been constructed across the river Krishna.
4. The Government of Andhra Pradesh has constructed the Nagarjunasagar dam near Nandikonda village.
5. The Chambal project constructed across the River Chambal supplies water for irrigation to the states of Rajasthan and Madhya Pradesh.

Worksheet 2

Label the diagram with the options given below

1. Chambal project
2. Nagarjunasagar project
3. Tungabhadra project

geography

tungabhadra, nagarjunasagar and chambal projects

Worksheet 3

Fill in the blanks using the options given below

1. A joint venture of the governments of Karnataka and Andhra Pradesh. Tungabhadra Project
2. Provides water to the semi-arid regions of Karnataka and Andhra Pradesh. Tungabhadra Project
3. Provides irrigation facilities to the states of Rajasthan and Madhya Pradesh. Chambal Project
4. The multi-purpose project on the river Krishna. Nagarjunasagar Project

Frequently asked questions

1. Answer each of the following questions in a sentence.

1. What is the main reason for multi-purpose projects in India?
2. Where is the Tungabhadra dam constructed?
3. Which states share the benefits of the Tungabhadra project?
4. On which river is the Nagarjunasagar Project constructed?
5. Where is the Chambal project situated?
6. What are the uses of the Tungabhadra Project?
7. What are the uses of the Nagarjunasagar Project?
8. What are the uses of the Chambal project?
9. Which state government constructed the Nagarjunasagar Dam?
10. Which states benefit from the Chambal Project?

2. Answer each of the following questions in a paragraph.

1. Give details of the Tungabhadra project.
2. Give details of the Nagarjunasagar Project.
3. Give details of the Chambal project.
4. What are the reasons for multi-purpose projects in South India?
5. Besides generation of electricity what are the other uses of multi-purpose projects?

geography

pipeline, water and air transport

81

Pipeline, water and air transport systems of India have been explained in detail.

Links

Related part lesson titles

1. Geography - Roadways and Railways - Class 10
2. Geography - Communication and Print Media - Class 10
3. Geography - Communication by Radio and Television - Class 10

Teaching objectives

- To enable the student to understand the importance of water transport systems of India.
- To enable the student to describe the various types of water transport systems of India.
- To enable the student to understand the importance of pipeline transport in India.
- To enable the student to describe the importance of air transport in India.

Learning outcomes

- The student describes various types of water transport systems of India.
- The student explains the significance of pipeline transport in India.
- The student describes the factors that favour air transport in India.
- The student differentiates between international and domestic air transport systems in India.

Expected previous learning

- The student is aware of the various types of transports.

Teaching methodology

The teacher can start the lesson by asking the students about various transport systems they know about and link them with transportation by water, air and pipeline systems using various charts and maps showing waterways and airways of India.

Teaching aids

Maps of waterways and airways of India.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The student could be asked to mark all the major ports on a map of India.
- The student could be asked to mark the important inland water ways on a map of India.
- The student could be asked to mark the important aerodromes on a map of India.
- The student could be asked to make a project on waterways and airways of India.
- The student could be asked to make a chart showing major refineries and oil fields of India connected by pipeline network.

Reference

- **Web Sites**
 - <http://www.mapsofindia.com/maps/oilandgasmaps/>
 - <http://www.missionindia-belgium.org/IWAI.htm>
 - <http://www.indianairports.com/>
- **CD-ROM**
 - Geography-5,6,7 by Schoolnet India Ltd.

geography

pipeline, water and air transport

Books

- Oxford School Atlas, 30th Edition, OUP, 2000
- Frank's Modern Certificate Geography part II- Geography of Asia and India - Theresa M.E. Shenoy and N. Anantapadmanabhan, Frank Bros & Co., Fourth Revised Edition 2001.

Acknowledgement

Book

- Social Science - Part II - Geography and Economics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1

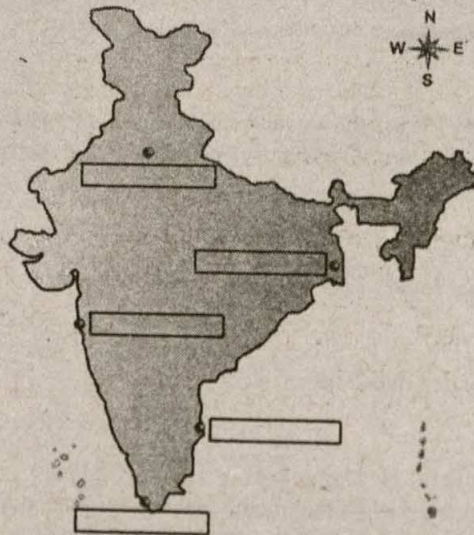
Fill in the blanks using the options given below

1. An easy and convenient mode of transport for oil and natural gas is provided by _____.
2. The most important waterways now are the _____, Ganga and Hooghly with their navigable tributaries.
3. The back waters of _____ are used for navigation.
4. The biggest port in India is _____.
5. The oldest port in India is _____.
6. International air routes are plied by _____ and domestic air routes are flown by _____.
(Airways, Mumbai, Kolkata, Indian Airlines, Chennai, Kerala, Pipelines, Brahmaputra, Air India, Marmagao)

Worksheet 2

Fill in the blanks with the names of airports on the map

(Mumbai, Kandla, Chennai, Delhi, Kolkata, Trivandrum, Paradip, Kerala)



Solution

Worksheet 1

Fill in the blanks using the options given below

1. An easy and convenient mode of transport for oil and natural gas is provided by pipelines.
2. The most important waterways now are the Brahmaputra, Ganga and Hooghly with their navigable tributaries.
3. The back waters of Kerala are used for navigation.
4. The biggest port in India is Mumbai.
5. The oldest port in India is Chennai.
6. International air routes are plied by Air India and domestic air routes are flown by Indian Airlines.

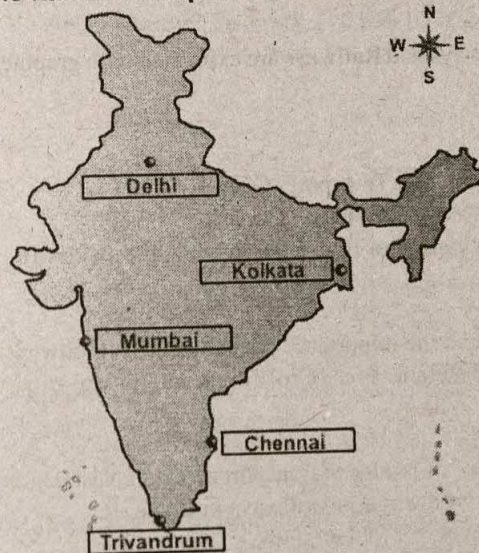
geography

pipeline, water and air transport

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Worksheet 2

Fill in the blanks with the names of airports on the map



Frequently asked questions

1. **Answer each of the following questions in a sentence.**
 1. Name six important sea ports of India.
 2. Name the international airports of India.
 3. Name some important inland waterways of India.
 4. Name the states where inland water transport is important in India.
 5. Name the two termini of the pipeline in India carrying crude oil from the Gulf countries to a refinery in Uttar Pradesh.
 6. Name the airlines that serve the domestic airports of India.
 7. Name any three river ports of India.
2. **Answer each of the following questions in a paragraph.**
 1. Write the importance of pipeline transport.
 2. Describe inland waterways system in India.
 3. What is coastal shipping system? Explain.
 4. Write the importance of waterways in India.
 5. Why has inland water transport in India declined?

geography

roadways and railways

The vast network of Indian Roadways and Railways are explained with graphics.

Links

Related part lesson titles

1. Geography - Pipeline, Water and Air Transport - Class 10
2. Geography - Communication and Print Media - Class 10
3. Geography - Communication by Radio, Television and Satellite - Class 10

Teaching objectives

- To enable the student to comprehend the importance of roadways and railways.
- To enable the student to identify different types of roadways and railways.

Learning outcomes

- The student explains the importance of modes of transport used in a vast country like India.
- The student lists different types of roadways and railways in India.
- The student enumerates different types of fuel engines.

Expected previous learning

- The student is aware of the various means of transport used in India.
- The student is aware of the location of important places in India.

Teaching methodology

The teacher can start the class with the student's participation in a discussion on travel from one place to another. She or he can show the multimedia lesson and introduce roadways and railways to the students. The assessment can be done with students' participation.

Teaching aids

Map of India showing various states, Indian Roadway map and Railway map.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The class could visit the nearest railway station and make a list of the trains running to various parts of India, their timings and the fare.
- The class could list the number of national highways which connect Bangalore, the total number of district roads present in Karnataka.

Reference

- **Web Sites**
 - http://www.geocities.com/irfca_faq/
 - <http://www.indianrailway.com/>
- **CD-ROMs**
 - Geography 7, 8, 9 by Schoolnet India Ltd.
- **Books**
 - Geography for Class 8 - K K Maltiar and S R Maltiar
 - Geography of India - Class 10 (NCERT)

geography

roadways and railways

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Acknowledgement

• Book

- Social Science - Part II - Geography and Economics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1

Match the columns

1. Unsurfaced roads
2. Highest road
3. National Highways
4. Surfaced roads
5. State Highways

Connects district headquarters
Connects Manali and Leh

Connect capitals and cities
Mud roads

Metalled roads
State capital with other towns

Worksheet 2

Fill in the blanks using the options given below

1. The _____ provide transport for agricultural products.
2. The _____ were the first to introduce the Railway system in India.
3. The first train plied between _____ and _____.
4. There are _____ railway zones in India.
5. Trains that run on _____ gauge are used in hilly regions.
(Mumbai, British roadways, narrow, nine, Thane)

Worksheet 3

Tick on the correct option

1. The _____ roads are made of concrete. Unsurfaced/Surfaced
2. Shershah Suri and Asoka built _____. Railways / Roads
3. The unsurfaced roads are mostly found in _____. Villages / Towns
4. The _____ are maintained by the central government. District roads / National highways
5. The _____ meet the needs of the Indian Army. Border roads / State highways

Solutions

Worksheet 1

Match the columns

1. Unsurfaced roads
2. Highest road
3. National Highways
4. Surfaced roads
5. State Highways

Mud roads
Connects Manali and Leh
Connect capitals and cities
Metalled roads
State capital with other towns

Worksheet 2

Fill in the blanks using the options given below

1. The roadways provide transport for agricultural products.
2. The British were the first to introduce the Railway system in India.
3. The first train plied between Mumbai and Thane.
4. There are nine railway zones in India.
5. Trains that run on narrow gauge are used in hilly regions.

geography

roadways and railways

Worksheet 3

Tick on the correct option

1. The surfaced roads are made of concrete.
2. Shershah Suri and Asoka built roads.
3. The unsurfaced roads are mostly found in villages.
4. The National highways are maintained by the central government.
5. The border roads meet the needs of the Indian Army.

Frequently asked questions

1. Answer each of the following questions in a sentence

1. Name three important National Highways of India.
2. Name any three State Highways.
3. What is a broad gauge track?
4. Explain the function of Border Roads?
5. Name one International Highway.
6. Name the National Highway which runs through Bangalore.
7. How are State Highways useful for farmers?

2. Answer each of the following questions in a paragraph

1. Write a short note on the roadways of India.
2. Write a short note on the railways of India.
3. List out the zones of Indian Railways.
4. How are roadways useful in India?
5. What are the different tracks used by Indian Railways?
6. What are the different fuels used by Indian trains?

geography communication and postal system

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The different services offered by the Post and Telegraph and the Telephone departments are discussed with illustrations.

Links

Related part lesson titles

1. Geography- Pipeline, Water and Air Transport - Class 10
2. Geography- Communication by Radio, Television and Print Media - Class 10
3. Geography- Roadways and Railways - Class 10

Teaching objectives

- To enable the student to comprehend the different services offered by the postal system.
- To enable the student to comprehend the effectiveness of mass communication.

Learning outcomes

- The student explains the different services offered by the postal system.
- The student explains the different components of mass communication.

Expected previous learning

- The student is able to recall the various inventions that have been made by man to promote communication.

Teaching methodology

The teacher can start the lesson by asking the students to recall the facilities offered by the post office in their area. The teacher can involve the participation of the students while discussing the sorting of letters. The teacher can use the multimedia lesson to discuss the Pin code and the other services offered by a post office. The teacher can also pose a question asking students how communication through telephones is possible. The multimedia lesson can be used to highlight the features of INTELSAT. Extension activities can then be suggested.

Teaching aid

Pictures showing post office and telegraph office, post card, inland letter, cover, parcel, telegram, telex, phonogram.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The students can visit a local general post office to know in detail the services offered by the postal system.
- The students can visit a local telephone exchange to find out how calls are being transferred
- The students collect information about other methods of communication like the internet, fax service etc.

Reference

- **Web Sites**
 - www.indiapost.org
 - www.indianstamps.com
- **CD-ROM**
 - Geography 8, 9, 10 by Schoolnet India Ltd.
- **Books**
 - The Dorling Kindersley Science Encyclopedia, Dorling Kindersley, London, 1999.
 - Geography for Class 8 - K K Maltiar and S R Maltiar
 - Geography of India - Class 10 (NCERT)

geography communication and the postal system

Acknowledgement

Books

- Social Science - Part II, Government of Karnataka, Brilliant Printers Private limited, Bangalore, 2001
- Social Science - Part II - Geography and Economics - Class 10 - Government of Karnataka, Directorate of Text Books.

Worksheet 1

Tick on the correct options

1. Which of the following is not a service offered by a post office:
 - i. Payment of income tax
 - ii. Registered posts
 - iii. National Savings Certificate
2. Which of the following services offered by the postal system encourages savings among people?
 - i. Postal orders
 - ii. National Savings Certificate
 - iii. Phonogram
3. India has satellite stations at
 - i. Arvi (Pune) and Dun (Dehra Dun)
 - ii. Dun (Dehra Dun) and Mumbai
 - iii. Arvi (Pune) and Kolkata

Worksheet 2

Tick on the correct options

1. PIN (Postal Index Number / Postal Indian Number)
2. INTELSAT (Interlinked Telecommunication Satellite / International Telecommunication Satellite)
3. ISD (International Service for Dialling / International Subscriber Dialling)
4. STD (Subscriber's Trunk Directory / Subscriber's Trunk Dialling)

Worksheet 3

Fill in the blanks using the options given below

1. A code assigned to an area which helps in easy sorting of mail.
2. A service set up in 1986 which speeds up the delivery of mail.
3. The world's largest commercial satellite communications system.
4. The service where a message sent via phone is delivered to the receiver as a printed version.

(Speed post, Pin code, Telephone, STD, Phonogram, INTELSAT)

Solution

Worksheet 1

Tick on the correct options

1. Which of the following is not a service offered by a post office:
 - i) Payment of income tax
2. Which of the following services offered by the postal system encourages savings among people?
 - ii) National Savings Certificate
3. India has satellite stations at
 - i) Arvi (Pune) and Dun (Dehra Dun)

Worksheet 2

Tick on the correct options

1. PIN - Postal Index Number
2. INTELSAT - International Telecommunication Satellite
3. ISD - International Subscriber Dialling
4. STD - Subscriber Trunk Dialling

geography

communication and the postal system

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Worksheet 3

Fill in the blanks using the options given below

1. A code assigned to an area which helps in easy sorting of mail.
2. A service set up in 1986 which speeds up the delivery of mail
3. The world's largest commercial satellite communications system.
4. The service where a message sent via phone is delivered to the receiver as a printed version.

Pin code

Speed post

INTELSAT

Phonogram

Frequently asked questions

1. Answer each of the following questions in a sentence.

1. Name the different services offered by the postal department.
2. Name two Indian satellite stations.
3. Name the organisation which India joined in 1965 to enable commercial satellite communication within and across different countries.
4. Which service provides long distance inland telecommunication?
5. What is postal index number?

2. Answer each of the following questions in a paragraph

1. Explain in brief how electric communication is established through telephone exchanges and microwave radio network.
2. Explain two important schemes started by the post offices to encourage savings among people.
3. Explain in brief how communication is possible through telegraph, telex and phonogram.
4. Describe briefly different ways by which money can be sent through post offices.
5. What is communication? What are the important means of communications in India?

geography

communication by radio, television and print media

Communication by radio, television and print media has been shown with visuals.

Links

Related part lesson titles

1. Geography - Pipeline, Water and Air Transport - Class 10
2. Geography - Communication and the Postal System - Class 10
3. Geography - Roadways and Railways - Class 10

Teaching objectives

- To enable the student to comprehend how radio and television act as a mass media for communication.
- To enable the student to know the important role played by the newspapers and journals.

Learning outcomes

- The student knows the history of radio and television.
- The student knows the part played by the newspapers and the journals.
- The student knows the role of satellites in communication.

Expected previous learning

- The student is aware of various inventions that have been made by man to promote communication.

Teaching methodology

The teacher can start the lesson by asking the students to recall the means of communication in the olden days and compare it with the facilities available now. The teacher can involve the participation of the students while discussing the facilities of electronic mail and the voice mail. The teacher can use the multimedia lesson to discuss the different means of communication.

Teaching aids

Visuals of radio, television and satellites, newspapers and a few journals.

Assessment

See worksheets and frequently asked questions.

Extension activities

- The student could list the titles of programmes, which they like most in radio and television and explain in what way it was useful to them.
- The student could be asked to bring cuttings of some interesting facts they have come across in the newspapers.

Reference

- **Web Sites**
 - www.howstuffworks.com
- **CD-ROM**
 - Geography 5, 6, 7 by Schoolnet India Ltd.
- **Books**
 - Geography for Class 8 - K K Maltiar and S R Maltiar
 - Geography of India - Class 10 (NCERT)

Acknowledgement

- **Book**
 - Social Science - Part II - Geography and Economics - Class 10 - Government of Karnataka, Directorate of Text Books.
 - Social Science - Part II, Government of Karnataka, Brilliant Printers Private limited, Bangalore, 2001.

geography

communication by radio, television and print media

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Worksheet 1

Tick on True or False

1. Television is the most widely preferred mass medium. True / False
2. Newspapers are more widely circulated and read than the magazines. True / False
3. Radio caters to the people mostly in the urban area. True / False
4. Doordarshan is still a part of AIR. True / False
5. Mass communication media is used to broadcast programmes for farmers in India. True / False

Worksheet 2

Fill in the blanks using the options given below

1. The writer for a newspaper is called _____.
2. The AIR broadcasts _____ in India.
3. The programmes on television are telecast by _____.
4. The most preferred mass media is _____.
5. Communication _____ are used to send and receive signals for radio, telegraph, telephone and television.
(journalist, television, radio programs, satellites, antenna, AIR, Doordarshan)

Solution

Worksheet 1

Tick on True or False

1. Television is the most widely preferred mass medium. **True**
2. Newspapers are more widely circulated and read than the magazines. **True**
3. Radio caters to the people mostly in the urban area. **False**
4. Doordarshan is still a part of AIR. **False**
5. Mass communication media is used to broadcast programmes for farmers in India. **True**

Correct answers for the False statements

3. Radio caters to the rural area.
4. In 1976, Doordarshan was delinked from AIR.

Worksheet 2

Fill in the blanks using the options given below

1. The writer for a newspaper is called journalist.
2. The AIR broadcasts radio programmes in India.
3. The programmes on television are telecast by satellites.
4. The most preferred mass media is television.
5. Communication satellites are used to send and receive signals for radio, telegraph, telephone and television

Frequently asked questions

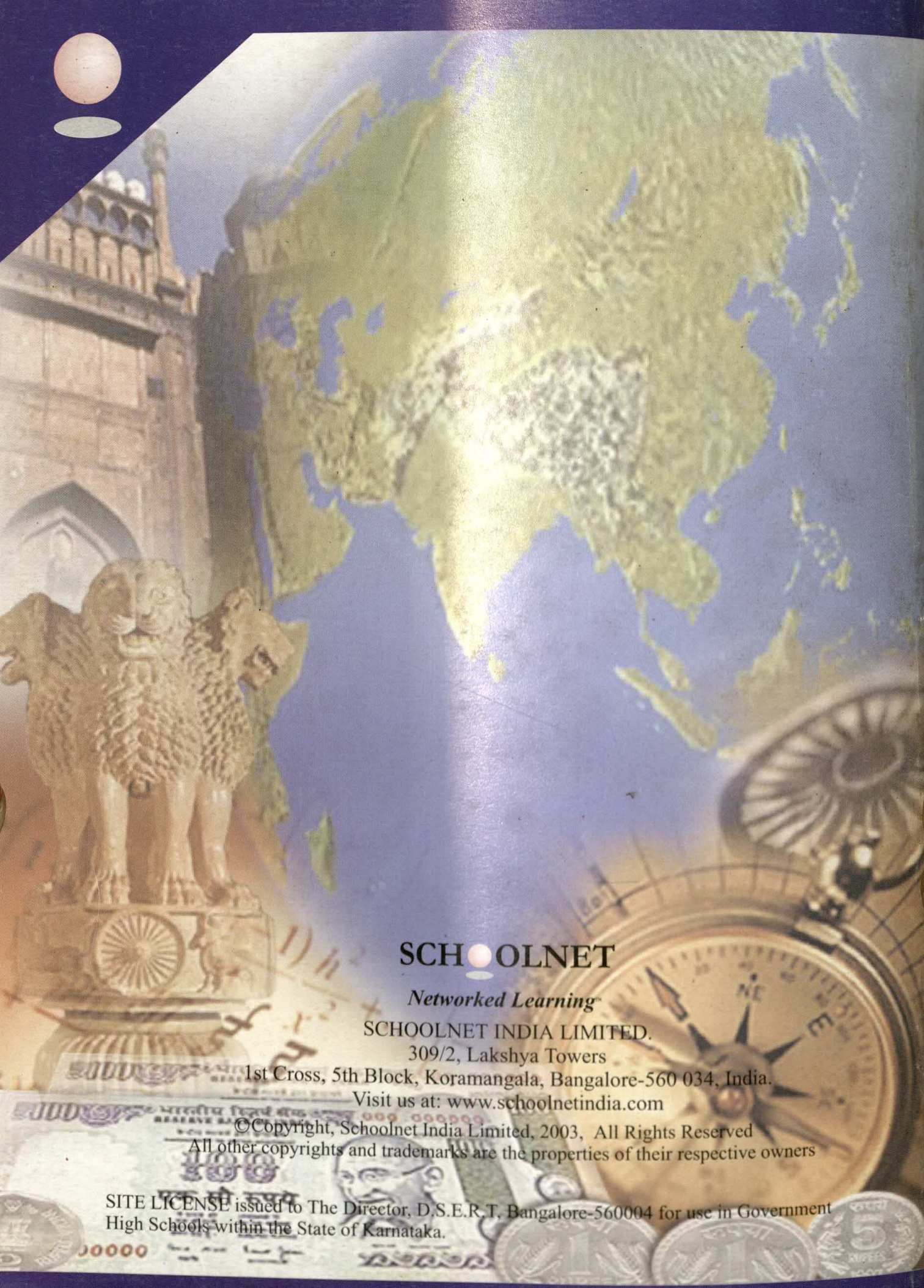
1. Answer each of the following questions in a sentence

1. Who invented radio?
2. Name two means of mass communication.
3. Name two technologies which are closely related to radio.
4. In which year did Doordarshan started functioning?
5. Give the expansion of AIR.
6. What is a satellite?
7. How is the radio being used for the benefit of farmers?

2. Answer each of the following questions in a paragraph

1. How are farmers benefited by radio programmes?
2. Explain the role played by satellites in broadcasting radio and television programmes.
3. Write a paragraph on the evolution of television in India.
4. Explain the role played by the print media in mass communication.





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